Letter of Notification (LON)
Policy A1.0 New Academic Programs: Approval Process

Institution: Austin Peay State University

Proposed Academic Program: Master of Athletic Training (MAT)

Proposed Implementation Date: Fall 2025

CIP Code and Title: 51.0913

CIP Code Definition: Athletic Training/Trainer

A program that prepares individuals to work in consultation with, and under the supervision of physicians to prevent and treat sports injuries and associated conditions. Includes instruction in the identification, evaluation, and treatment of athletic injuries and illnesses; first aid and emergency care; therapeutic exercise; anatomy and physiology; exercise physiology; kinesiology and biomechanics; nutrition; sports psychology; personal and community health; knowledge of various sports and their biomechanical and physiological demands; and applicable professional standards and regulations.

LON Submission Date: November 29, 2023

Posted Date on THEC Website: November 30, 2023

Public Comment Period: November 30, 2023—December 15, 2023

Letter of Notification Checklist

THEC Academic Policy 1.0 (Section 1.0.6A) Letter of Notification Requirements:

- ✓ Letter of Support from the President/Chancellor signifying institutional governing board or system office support for development;
- ✓ Program overview;
- ✓ Background information;
- ✓ Feasibility Study;
- ✓ Enrollment and graduation projections;
- ✓ Projected costs to deliver the proposed program;
- ✓ Projected revenues for the proposed program;
- ✓ Letters of support.

November 20, 2023

Office of the President

Dr. Steven Gentile, Executive Director
Tennessee Higher Education Commission
312 Rosa Parks Ave., 9th Floor
Nashville, TN 37243

Dear Executive Director Gentile,

On behalf of Austin Peay State University, I respectfully submit the Letter of Notification (LON) for the Master of Athletic Training (MAT) for your review. The Austin Peay State University (APSU) Board of Trustees were notified of the University's intent to develop the proposed program at its most recent quarterly meeting on September 15, 2023.

As Austin Peay State University strives to create graduate offerings that align current and projected market demands, the development of this new program addresses regional needs and increases educational attainment in the field as necessitated by recently updated accreditation requirements. Additionally, the proposed MAT program directly assists local schools, as well as APSU, by providing qualified athletic training professionals to serve their established athletics programs.

I am committed to supporting the program, which provides a critical avenue to addressing a regional need. Please do not hesitate to contact me if you need any additional information. I appreciate your support of APSU's plans to develop the Master's of Athletic Training (MAT).

Sincerely,

Michael Licari, Ph.D.
President
Austin Peay State University

Cc: Dr. Maria Cronley, Provost and Senior Vice President for Academic Affairs
    Dr. Tucker Brown, Senior Vice Provost and Associate Vice President for Academic Affairs

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Austin Peay State University

Letter of Notification

Master of Athletic Training

November 20, 2023

Table of Contents

Attachments

Section I: Overview
Program information

Institution name: Austin Peay State University

Proposed academic program and concentration: Master of Athletic Training

Degree designation: Master of Athletic Training

Proposed CIP code: 51.0913

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Academic program liaison name and contact information

Dr. Tucker Brown
Senior Vice Provost and Associate Vice President for Academic Affairs
brownt@apsu.edu, 931-221-7725

Proposed implementation date

Fall 2025

Section II: Background

Background concerning academic Program development

In fall 2022, Austin Peay State University (APSU) identified a Master of Athletic Training (MAT) as a potential new addition to APSU's graduate programs offerings. An MAT program supports APSU's mission vision, and strategic goals and addresses local demands (Attachment A, Pillar 1, Goal 1 and Goal 2 Objective 2). Goal 2 states that "APSU will evolve academic offerings to strengthen our emphasis on delivering quality programs that address community and regional needs" and objective 2 states that we will "Align degree programs to better serve the needs of the community and region." In support of this initiative, APSU contracted with Hanover Research (Attachment B) to conduct a feasibility study to further determine the need for the program in the region. Hanover's findings indicate that there is both student, and labor demand. Additionally, job growth and demand in the field are expected to increase approximately 24% over the next 10 years. Similar findings are reported using Lightcast (Attachment C), a program utilized by APSU to provide information related to job postings, labor and economic data, and compensation data related to certain professions.

An MAT is a natural fit for APSU's Department of Health and Human Performance (HHP) and complements the current offerings (Attachment D) in the geographic region. The Department of Health

and Human Performance offers a Bachelor of Science in Kinesiology and students in the program are typically interested in pursuing professional schools like physical therapy, occupational therapy, and athletic training, whereas others are interested in strength and conditioning or exercise physiology professions. A significant number of the students have an interest in physical therapy, but sometimes struggle in the required pre-requisite courses and thus have to find another route. The pre-requisite requirements for MAT programs are very similar; however, they have slightly less prerequisite coursework (e.g. anatomy and physiology 1 and 2, general chemistry, college physics, etc.) than physical therapy programs. Therefore, students who are enrolled in our Bachelor of Science in Kinesiology program may be attracted to an MAT program since the professions have similarities, but time to program completion is significantly less for athletic trainers. The BS in Kinesiology has two concentrations (Exercise Science and Pre-professional) and upon approval of the MAT program, the department will then develop three separate concentrations in Pre-Physical Therapy, Pre-Occupational Therapy, and Pre-Athletic Training to replace the current Pre-professional concentration. These proposed changes provide ASPU students a pathway to a professional school that aligns with the pre-requisite requirements.

Within the state, there is a need for athletic trainers. In fact, based on data provided by Lightcast (Attachment C), "Tennessee is a hotspot for this kind of job" with a greater supply of jobs making it easier for graduates to find employment. Lightcast data showed that the average number of monthly job postings for athletic trainers from January 2019 to January 2023 was 17 as compared the national average of 18. Although this number is slightly below the national average, there is still a demand in the state. In fact, in 2019 there were 822 athletic trainer jobs in Tennessee as compared to the national average of 707. In addition, local athletic trainers have expressed a need for more entry level practitioners who can fill the current openings within the region so care can be provided to the eight high schools and 15 athletic teams at APSU. The program has also gained support from local stakeholders as evidenced in Attachment E.

Purpose and nature of academic program

Overview
APSU seeks approval to offer a Master of Athletic Training (MAT) program. The purpose of the program is to prepare graduates for successful careers in athletic training or related careers. More specifically, the program will prepare students for careers in athletic training and be eligible for employment in "higher education, professional sports organizations, secondary schools, healthcare administration and rehabilitation, the military, occupational health, performing arts, physician's practice, and public safety (Attachment B)." The proposed program requires 63 hours (across five semesters) of required coursework and meets the requirements for didactic and clinical education as set forth by the Commission on Accreditation of Athletic Training (CAATE). Students in the program will be exposed to evidence-based practice, current research, and clinical opportunities. Both didactic and clinical education will occur in the classroom and in clinical settings (e.g. a clinic, athletic training room, on the field, etc.) with APSU Athletics, throughout Clarksville, TN, the greater Nashville area, southern Kentucky, and the Ft. Campbell military base, evidenced by letters of support from Ft. Campbell, APSU Athletics, and local high schools in Attachment E. Student recruiting efforts will primarily focus within Tennessee to meet the immediate need for qualified athletic trainers within the state.

The proposed MAT program aligns with the 94 standards set by the CAATE so that students are eligible to sit for the Board of Certification exam, the credentialing examination for athletic trainers. The CAATE is recognized by the Council for Higher Education (CHEA) and "establishes and ensures compliance with

accreditation standards that facilitate quality outcomes, continuous improvement, innovation, and diversity to enhance athletic training (Attachment F)."

The APSU MAT program emphasizes the following program outcomes:

Program Outcomes
1. Provide an exceptional academic and clinical education experience for students so they are prepared to pass the Board of Certification exam.
2. Provide a clinical education experience that can address care across the lifespan for patients who are in diverse populations, have varying health conditions, and different levels of athletic ability.
3. Prepare students for graduation and employment through continual advising/mentorship throughout the duration of the program.

Alignment with state master plan institutional mission

Alignment with APSU mission/vision and strategic plan
The proposed MAT program meets the 94 standards established by the CAATE. These standards outline specific requirements the program must meet and they align well with the APSU mission and strategic plan, as well as the THEC master plan. APSU's mission (Attachment G) states that we are "...a mission-driven, community-minded institution that provides transformational experiences through innovative, creative, and scholarly activities. We welcome and inspire an inclusive community of learners to make a positive impact regionally and globally." To support the mission, APSU has four pillars in the 2022-2027 strategic plan of which three of the four pillars align: The Academic Experience, The Student Experience, and The Community Experience shown below:

Figure 1: APSU's four pillars of the Strategic Plan
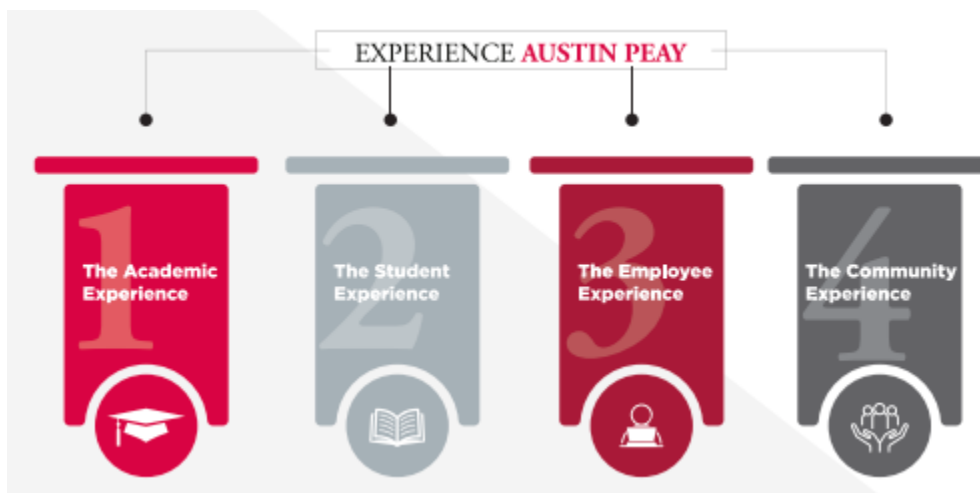
For the Academic Experience Pillar, the MAT aligns with goals 1 and 2. Goal 1 states "APSU will be a premier public regional university known for student-centered teaching excellence and high quality, innovative, and creative scholarship that is responsive to the needs of our diverse community and beyond." The MAT is a program offered in the classroom and includes a significant requirement coming from clinical education where qualified preceptors (e.g. certified athletic trainers or physicians)

supervise student athletic trainers during clinical rotations. This type of hands-on teaching provides student-centered teaching excellence with professionals that use evidence-based research/practices in their professions.

Goal 2 (Attachment A) states that "APSU will evolve academic offerings to strengthen our emphasis on delivering quality programs that address community and regional needs." Not only will the MAT meet the need within our student body, but the program will also cater to the growing demand in the APSU, Clarksville, and Tennessee communities. According to the Hanover report (Attachment B) over the next 10 years "athletic trainer positions are projected to grow at a rate of 24.1% in Tennessee, 24.4% regionally, and 17.3% nationally." Similarly, the local demand is high as documented in our letters of support (Attachment E).

For the Student Experience Pillar (Attachment A), the MAT will align with goal 2, objective 3 where APSU will "Increase the number of students academically engaged beyond the classroom" through their clinical education experience where they will provide care to a very diverse population. To meet the standards required by the CAATE, the program must include clinical education to individuals "throughout the lifespan, of different sexes, with different socioeconomic statuses, varying levels of activity and athletic ability, and those who participate in non-sport activities (Attachment F)." At the time of this letter of notification the program has established local support through APSU, Ft. Campbell Military base, and the surrounding high schools (Attachment E).

For the Community Experience Pillar (Attachment A), the MAT program will align with goals 1 and 2. In goal 1, the program meets the objective to "create partnerships and engage with businesses, local government, donors and alumni" and to "Develop a sustainable model that links service-learning course, service opportunities, internships, and volunteer efforts to community organizations." In order to have a robust and well-rounded clinical education experience, the program must develop relationships with local organizations and create affiliation agreements allowing our MAT students to work under the supervision of certified athletic trainers and/or physicians. In addition, the MAT program will also meet goal 2 to "...increase community involvement by offering robust and unique programming" (Attachment A). The success of our program lies in the quality of our instruction and the partnerships we create in the community (Attachment E).

Alignment with THEC Master Plan
The proposed MAT program aligns with the THEC master plan of "The Future Workforce." According to the Hanover Report (Attachment B), the demand for certified athletic trainers in the state of Tennessee is expected to increase about 24% in the next 10 years. The MAT will meet the needs of the state while also preparing our students for "high-demand jobs" and providing our graduates with the education and clinical experience to complete the Board of Certification exam required to become a certified athletic trainer. The proposed program also supports The Future Workforce by increasing enrollment in majors leading to "high-demand jobs" and creating industry partnerships (Attachment E) with that provide students the clinical education experience required by the CAATE. Data from Lightcast (Attachment C) illustrate an abundant supply of jobs in Tennessee with approximately 17 job postings opening every month from January 2019 to January 2023.

Institutional capacity to deliver the proposed academic program

The proposed MAT program will increase enrollment at the graduate level; no loss of enrollment is expected in other degree programs. Since the program will have strict pre-requisite requirements, only

students who have completed the requisite undergraduate coursework will be eligible for admittance. There is, however, the potential for students originally interested in physical therapy or occupational therapy school, who have taken the required pre-requisites, will pursue our MAT program due to some similarities in the professions. Although an athletic trainer, physical therapist, and occupational therapist are all different professions, each have similar pre-requisite coursework and all are healthcare related fields where care is provided.

The proposed MAT will also impact the overall capacity of the university through the redistribution of resources to meet the financial demands of the program. The CAATE (Attachment F) requires the program to have three core faculty members (program director, clinical education coordinator, and faculty). In addition to salary and benefits, the program also requires facility space and clinical supplies to adequately facilitate didactic classes and support clinical education. The CAATE annual report (Attachment H) provides data related to program operating expenses. The information provided below are based on the CAATE 2019-2020 annual report for graduate athletic training programs at public institutions and information from APSU (the data provided in the CAATE report are self-reported from institutions). Overall, the initial cost is expected to be about $368,926; however, some of the expenses below may not apply to the APSU MAT program, like administrative support. This information may be seen in the THEC Financial Projection Form in Attachment I.

Since the MAT is a unique graduate program, there are no anticipated negative effects to enrollment of existing APSU graduate programs and we expect to recruit qualified undergraduate students from APSU and schools regionally and nationally. The MAT is unique in its academic requirements and does not lend itself to the transfer of credit across existing graduate program; however, the program will collaborate with the APSU Department of Athletics. Students will be required to accumulate clinical education hours at multiple preceptor sites (Attachment J).

Existing programs offered at public and private Tennessee institutions

Per the Hanover report (Attachment B), there are only two institutions in Tennessee who offer a master's degree program in Athletic Training (UT Chattanooga and Lee University); however, according to the CAATE website there are five.

Table 1: Tennessee Institutions who offer Master's degree program in Athletic Training:

Institution**	Degrees Awarded*			
	2019/2020	2020/2021	2021/2022	2022/2023
University of Tennessee – Chattanooga	17	17	15	14
Lee University	2	6	7	7
Cumberland University	5	2	2	5
Middle Tennessee State University	8	7	11	2
Union University	5	7	13	7

*Note: The table above provides data retrieved from the CAATE (Attachment E). The Hanover report (Attachment B) was slightly different.
**Note: Lee (2019), Cumberland (2021), Middle Tennessee (2023), and Union (2023) have all become graduate level degrees in the past four years; therefore, some of the numbers above represent students graduating from their undergraduate programs.

Accreditation

The APSU MAT program will seek accreditation through the Commission on Accreditation of Athletic Training Education (CAATE). CAATE (Attachment F) requires MAT programs to be accredited to provide graduating students with eligibility to sit for the Board of Certification exam (credentialing examination for athletic trainers). Upon approval of the Letter of Notification, APSU will hire a program director to begin writing the New Academic Program Proposal (NAPP). The search for the program director is anticipated to launch in Spring of 2024 with the goal of filling the position no later than August 2024. Once hired, the program director will develop the NAPP and facilitate the hiring of both a clinical education coordinator and a program faculty member. This will all occur prior to the target launch of the program tentatively planned for the fall 2025 semester. To satisfy initial accreditation standards, all three program faculty (program director, clinical education coordinator, and one additional faculty) must be hired by the time of the site visit (fall 2026 or spring 2027).

The CAATE outlines the process for seeking accreditation in their CAATE Standards and Procedures for Accreditation of Professional Programs in Athletic Training (Attachment F) and the information has been provided below. Immediately following the CAATE timeline is the APSU timeline and the steps necessary to satisfy the requirements by the CAATE.

CAATE Accreditation timeline
1. Decision to seek accreditation: Program personnel and APSU administrators must make the decision to seek accreditation based on their confidence that the program will be able to meet the 94 standards outlined by the CAATE.
2. Conduct a self-study of the program to ensure it meets the standards: A thorough analysis of all aspects of the program is to be completed by varying individuals associated with the program.
3. Compile a self-study report: The program director will compile all information requested in the 94 standards to be submitted in eAccreditation.
4. Submit a self-study report: The program director will submit the completed self-study report via eAccreditation.
5. Peer review of document and program through on-site review: A site visit team will review the self-study to validate the information provided.
6. Peer review report program response: Program personnel will be required to respond to the site visit teams report within 90 days.
7. Annual report: An annual report must be completed each year showing compliance with the standards.
8. Substantive change: APSU will be required to inform CAATE of any substantive changes that occur in the program. These changes are listed below.
    a. Program director is a new faculty member.
    b. Existing program director is taking a leave of absence.
    c. Existing faculty member appointed as a permanent program director.
    d. Change in degree.
    e. Relocation (change of department, school, or college).
    f. Change in school or institutional accreditation status.
    g. Change in program resources.
    h. Withdraw from accreditation.

APSU accreditation timeline

Similar to the information provided earlier, APSU will have a program specific timeline for hiring personnel and meeting the self-study timeline outlined above:

1. September 2023- Notify APSU Board of Trustees of intent to submit Letter of Notification for the MAT to THEC
2. November 2023-Submit LON to THEC for approval
3. January 2024- March 2024 Develop NAPP and request APSU Board of Trustees approval for THEC submission
4. June 2024- Submit SACSCOC Substantive Change Prospectus for New Program Approval for MAT
5. September 2024- Facilitate recruiting and hiring of the CAATE required program faculty 6-9 months prior to program launch.
6. June 2025- Submit application and register through eAccreditation (portal used by the CAATE); CAATE requires each program to register at least six months prior to submitting the self-study; however, it is recommended that each program complete this step 12 months prior to submitting a self-study.
7. August 2025- Launch program with inaugural fall cohort 2025
8. September 2025 Begin initial development and drafting of self-study.
9. July 2026- Submit self-study through eAccreditation (July 1, 2026 deadline).
10. Fall 2026/Spring 2027- Host CAATE site visit for initial accreditation.

Administrative structure

The APSU MAT program will be housed in the Department of Health and Human Performance and . The chair of the Department, Dr. Tim Leszczak, will report directly to the Dean of the College of Behavioral and Health Sciences.

Figure 2: APSU Organizational Chart
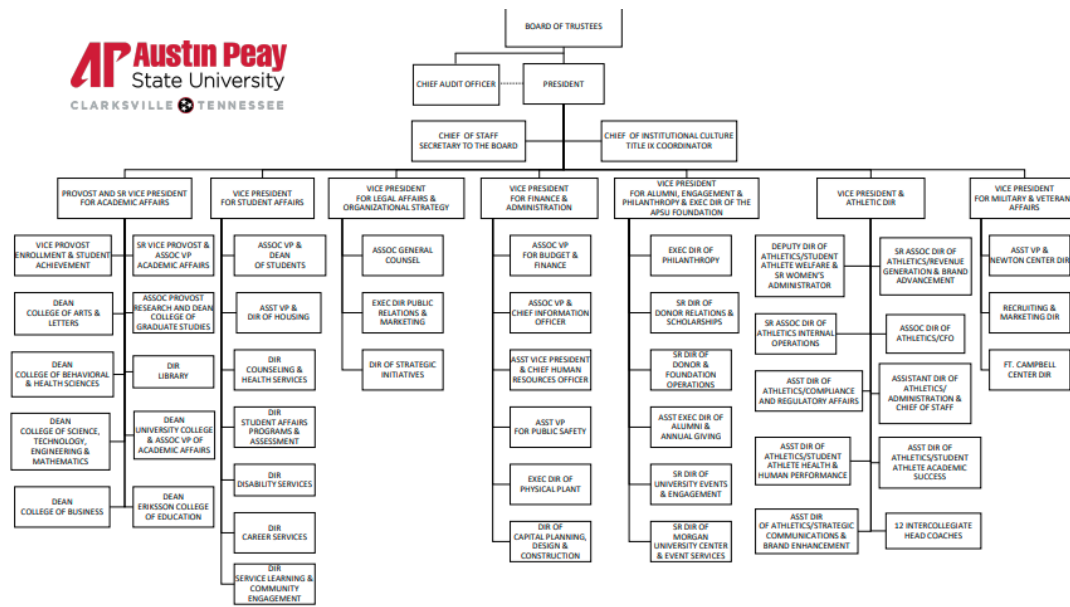
Section III: Feasibility Study

Student Interest

Student demand at APSU, state, and region
APSU student interest in the MAT appears strong. The established Bachelor of Science in Kinesiology is expected to be a feeder program (n = ~160) since a number of the students have indicated an interest in pursuing professional schools such as physical therapy or occupational therapy (~ 26%; n = 42 on file). A recent survey (n = 53) sent to enrolled students pursuing the BS in Kinesiology degree shows that 92% (49 out of 53) have "...ever been interested in pursuing a career as a Certified Athletic Trainer" and would be interested in pursuing the MAT at APSU (see below for details). Once the MAT is approved, the program will create another concentration under the BS in Kinesiology degree (Pre-AT) that will align with the pre-req requirements for the MAT (Attachment K).

1. Question 1: Have you ever been interested in pursuing a career as a Certified Athletic Trainer (ATC)?
   a. 49 students responded yes.

Figure 3: APSU student interest in being a Certified Athletic Trainer

2. Question 2: Please indicate your interest in enrolling in a Master of Athletic Training program at Austin Peay State University. Answers: Not interested, minimally interested, somewhat interested, interested, very interested
   a. Of the 49 students who answered yes to question 1, 27 were "Very Interested," 14 were "Interested," 7 were "Somewhat Interested," and 1 was "Minimally Interested" when responding to question 2.

Please indicate your interest in enrolling in a Master of Athletic Training program at Austin Peay State University.
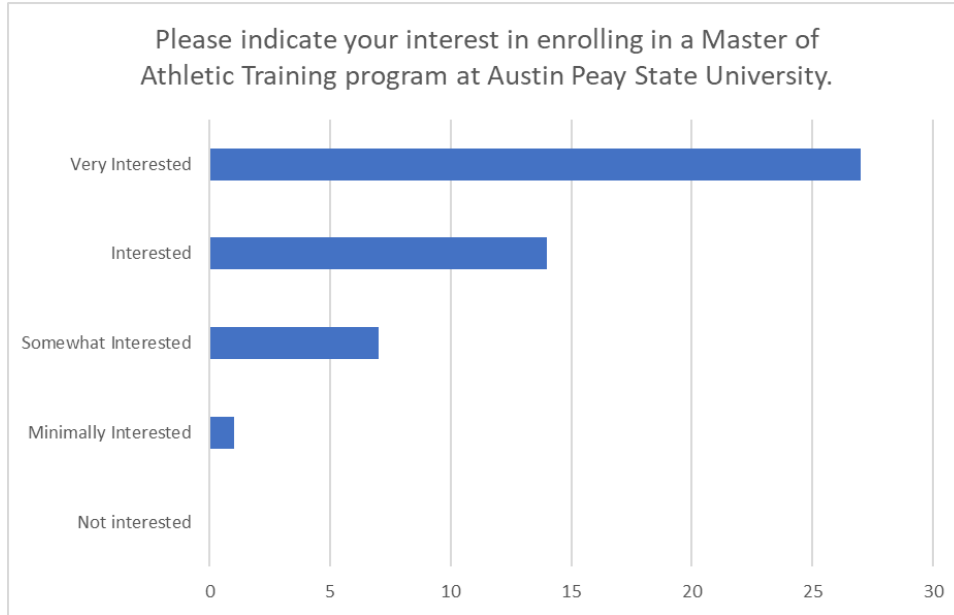
Based on information provided by Hanover Research (Attachment B), there are two factors that suggest enrollment at APSU will be strong. One is a decrease in educational opportunities. As of fall 2022, the profession (National Athletic Training Association [NATA]) is requiring all undergraduate athletic training programs to transition to graduate. Additionally, there are "40 undergraduate programs nationwide that have decided to withdraw from the accreditation process" (Attachment B). This change will likely drive an increased demand for graduate programs. Additionally, this change puts APSU in a unique position to capitalize on a growing occupational field with less educational opportunities. Further, in Tennessee the conferral rate of degrees related to athletic training is 6.7% which is lower than the region (15%) suggesting that there is room for more programs to confer degrees.

The second factor supporting the viability of an MAT is a significant increase in labor demand. Tennessee, the southeast, and the nation is expected to see between 17% and 25% employment growth over the next 10 years with some of the most significant growth predicted for Tennessee (24.1%). Findings from Hanover (Attachment B) suggest that Tennessee is projected to have about 57 annual openings for athletic trainers each year. If higher education institutions in Tennessee continue conferring about 25 to 30 MAT degrees per year, the state will fall short in meeting the demand for athletic trainers. In further support of the proposed MAT, there is an increased concern related to "safety in youth sports" which may encourage more high schools "to retain services of athletic trainers (Attachment B)." Additionally, there is a low percentage of high schools in Tennessee who employ full-time athletic trainers and "one third of high schools have no athletic trainers at all (Attachment B)." Not only are these facts concerning for the health and well-being of our youngest athletes, but they also illustrate the need for certified athletic trainers to provide health services to these schools. Lastly, there is high demand for certified athletic trainers in industry. In fact, NATA states that there is an increase in demand for athletic trainers in "healthcare administration, military, occupational health, performing arts, etc.," and as a result, the proposed program has received support from the Ft. Campbell Army Installation and seek affiliation agreements with local clinics (see Attachment E).

Local and regional demand

As previously mentioned, certified athletic trainers are in high demand in the state, region, and nation (Attachment B). The included Hanover report (Attachment B) projects that from 2021 to 2031 there will be a 24.1% (561 in 2021 vs. 696 in 2031) increase in employment for certified athletic trainers as compared to only 11.5% for all other occupations. The proposed program would be conferring degrees during a time projected to have an increased demand in the state for this credential. Similarly, the southeast is also expected to see a significant increase (24.4% - 6,835 in 2021 vs. 8,504 in 2031) while the national demand is projected to be 17.3% (29,400 in 2021 vs. 34,500 in 2031) (Attachment B). In light of this, APSU's proposed program is timely and driven by demand in a profession that projects significant growth. Our regional partners (Attachment E), local high schools, military, APSU athletics, will need to fill positions. Per the Hanover report (Attachment B), there were 111 postings for athletic trainers in a 100-mile radius of APSU in the last six months. This further supports the growing demand for qualified practitioners in the region.

Based on the data, it appears that an inadequate number of MAT degrees are being conferred to meet the state of Tennessee's current and projected demand.. In 2021 alone, there were only two institutions conferring Master's level degrees in athletic training (University of Tennessee – Chattanooga and Lee University). Although, at that time, there were other institutions who had undergraduate degrees in athletic training, the undergraduate graduation figures in 2021 were still low (Union University = 7 conferrals; Middle Tennessee State University = 6 conferrals; Cumberland University = 2 conferrals). The annual degree conferral numbers (22) did not meet the job demand (57 openings) in 2022. The proposed program addresses the gap and provides certified athletic trainers to the region and the state.

Employer demand

Employer demand for certified athletic trainers is strong. Employment growth is expected to increase 24.1% in Tennessee (Attachment B) and job postings in the past year have been frequent. Data provided by Lightcast (Attachment C) illustrates that there were 931 job postings in the state of Tennessee from February 2022 to January 2023, of which 273 were unique. This means that 273 were posted one time, whereas the remaining 658 postings were posted to multiple sources or multiple times. This suggests that these types of jobs are not being filled and thus employers are having to post on multiple sites. Within the greater Nashville region alone, there were about 89 unique postings suggesting that the region has a very low supply of qualified applicants.

The THEC Supply and Demand Report does not indicate a demand for Certified Athletic Trainers (i.e. it was not a profession listed); however, the Occupational Outlook Handbook (Attachment L) published from the US Bureau of Labor Statistics shows that "Employment of athletic trainers is projected to grow 17% from 2021 to 2031, mush faster than the average for all occupations."

Community and industry partnerships

The proposed APSU MAT program has garnered support from community and industry partners that meet the requirements of the CAATE standards for clinical education (Attachment F). These organizations will provide "clinical practice opportunities with varied client and patient populations." CAATE standards require that clinical education addresses populations "throughout the lifespan, of different sexes with different socioeconomic statuses, with varying levels of athletic ability, and who participate in non-sport activities."

The program has received letters of support (Attachment E) from the Ft. Campbell Army Installation, Blanchfield Army Community Hospital (BACH), the APSU Department of Athletics, and two local high schools. These locations provide potential athletic training students a diverse clinical learning experience with experienced Division 1 athletes, army soldiers, high schools athletes, and civilians in need of quality care. The program will also work with local and regional clinics to ensure MAT students receive a robust patient care experience.

Section IV: Enrollment and Graduation Projections

The proposed MAT program is anticipated to have lower enrollment in the inaugural years with slight increases in each additional year. Based on data from the CAATE (Attachment M), graduate programs in athletic training are typically lower enrolled; however, since CAATE's mandate for graduate education, 40 programs in the nation withdrew from the accreditation process as they did not want to elevate their professional undergraduate programs to graduate level (Attachment B). This may have an impact on graduate enrollment in Tennessee and at APSU; however, it is difficult to estimate how many students will initially enroll in the APSU MAT program. Anecdotally, personal conversations with two newer graduate athletic training program coordinators (one in Tennessee and one in Mississippi) suggested that the first year we can expect about 2-3 enrolled students (with maybe 3-4 applications) and then modest increases thereafter (i.e. maybe up to 3-4 students in year 2).

Based on the current graduation data available on the CAATE website and in speaking with other program coordinators, APSU anticipates low enrollment in the program for the first five years. The most established program in Tennessee, the University of Tennessee – Chattanooga, has been graduating between 13-18 students per year since 2013. Table 1 (below) presents the enrollment projections for the program's first five years.

Figure 5: Program Graduation Rates

Program Graduation Rate

Measures the progress of students who began their studies as a full-time degree-seeking students by showing the percentage of these students who complete their degree within 150% of "normal time" completing the program in which they are enrolled. Programs must post the following data for the past three years on their website: the number of students admitted to the program, the number of students who graduated, and the percentage of students who graduated.

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	3 yr aggrega
Number of students graduating from program.	20	14	15	18	13	17	17	17	15	14	46
Student Completion Rate (%)	100	100	100	100	93	94	100	100	88	93	94

Student Employment/Placement Rate

Table 1. Projected Enrollments and Graduates

Projected Enrollments and Graduates				
Year	**Academic Year**	**Projected Total Fall Enrollment**	**Projected Attrition**	**Projected Graduates**
1	2025-2026	2-3	1	0
2	2026-2027	3-4	1	2-3
3	2027-2028	5	2	2-4

| 4 | 2028-2029 | 5 | 1 | 5 |
| 5 | 2029-2030 | 10 | 1 | 5 |

Section V: Projected Costs to Deliver the Proposed Program

CAATE requires three faculty hires prior to the accreditation site visit. Based on the aforementioned timeline for the program, we expect to hire a program director in the fall of 2024 and a clinical education coordinator and one additional faculty no later than August 1, 2025. The addition of three new employees will be the most significant recurring expense for the program (see below for salary plus benefits) and, as reflected in THEC Financial Projections Form (Attachment I), will cost $268,520 starting in year 1 (planning year will only be $182,210 – cost of program director and clinical education coordinator). Additional recurring expenses impacting the program are the annual accreditation expenses, the equipment/supplies, graduate teaching assistantships marketing. In order to attract qualified applicants, the program will commit significant resources to marketing/recruiting.

Faculty and Instructional Staff

Below are the anticipated costs related to faculty and instructional staff:

Athletic trainer CIP code: 51.0913
Range for all positions: $63,000-$68,000
- Program Director: $68,000 x 1.37 (benefits) = $93,160
- Clinical Education Coordinator: $65,000 x 1.37 (benefits) = $89,050
- Program faculty: $63,000 x 1.37 (benefits) = $86,310
  - Total: $268,520

Non-Instructional Staff

The APSU MAT program will not require any new non-instructional staff. The current Academic Assistant to the Chair in the Department of Health and Human Performance will provide the MAT program faculty with administrative support.

Graduate Assistants

The APSU MAT program will utilize two lines for Graduate Teaching Assistantships (GTA's). These GTA lines will be funded at $15,200 per fall and spring semester or $22,800 for year-round programs. The APSU GTA's will be employed by APSU and provide direct support for the teaching mission of the unit.

- Graduate Teaching Assistants (GTA) may assist the instructor of record in teaching activities that include, but are not limited to, serving as discussion leaders, graders, leaders of laboratory sections, developing instructional materials, proctoring exams, preparing assignments, and/or other supportive duties related to teaching. However, GTAs are not to perform GTA-related duties for any graduate-level courses. The GTA is not permitted to work more than 20 hours per week during the fall or spring semesters (a maximum of 20 hours a week for 16 weeks in Fall and 16 weeks in

Spring). The GTA is eligible for a full tuition waiver per Internal Revenue Code 117.

- GTAs who are Instructor of Record: GTAs can be approved to serve as the instructor of record only by the chair of an academic department. Under special circumstances, GTAs can be employed in a more advanced capacity than a regular graduate teaching assistant by serving as the instructor of record for a lower division course or courses (numbered 1000-2999). Each academic department must get prior approval from the College of Graduate Studies and Academic Affairs. A GTA approved to serve as the instructor of record must meet APSU's Faculty Qualifications Matrix and SACSCOC guidelines. The GTA must complete additional training prior to serving as an instructor of record; this is provided by the academic department. The GTA must be directly supervised by a faculty member experienced in the teaching discipline and must participate in regular in-service training. Additionally, GTAs who are instructor of record are required to undergo planned and periodic observations and evaluations throughout the semester. The combined load of teaching responsibilities and enrollment in graduate courses may not exceed a combined 15 credit hours per semester, during the fall or spring semesters, when the GTA is assigned as an instructor of record. For example, a GTA who is instructor of record could enroll in 9 graduate semester credit hours and serve as the instructor of record for two sections of a three-credit hour course (i.e., teaching a total of 6 credit hours).

Accreditation

The APSU MAT program will seek accreditation through CAATE. There are various fees associated with the application, the comprehensive programmatic review, and the annual fees (once accreditation status is awarded).

Application and access to eAccreditation: ~$3000/year
Comprehensive programmatic review: ~$6500 (this is $6000 for 2023-2024 and 2024-2025, but increases to $6500 in 2025-2026)
Annual accreditation fee: ~$6000
*These numbers are all based on the 2023-2024 CAATE costs (the fees remain the same through 2025-2026)

Consultants

APSU intends to hire a consultant to assist with the development of the THEC NAPP and to advise with initial accreditation. The consultant will assist and provide direction to the initialization of the program.

Equipment

Based on information gathered from other programs, APSU Athletics (Athletic Training), and a vendor who supplies equipment and supplies to athletic training program, our initial cost for equipment and supplies will be about $36,000. There will also be a yearly cost of about $1,500 to $2,000 to cover the cost of supplies and maintenance of equipment (Attachment N). These values are all reflected in the THEC Financial Projections form (Attachment I) under "Equipment."

Information technology

The APSU MAT program will not require additional information technology.

Library resources

The APSU MAT program will utilize current library resources to support the program and its students, and it will not require additional support. The library provides a robust offering of full text articles to help support any research or evidence-based practice articles needed to supplement course content. The current databases are listed below which will provide the program extensive journal coverage.

- Health and Wellness (Gale)
- Health and Medicine (Gale OneFile)
- Physical Therapy and Sports Medicine (Gale OneFile)
- SportDISCUS with Full Text
- Sports Medicine and Exercise Science in Video
- CINAHL

Marketing

The APSU MAT program will market the program with the assistance of the College of Graduate Studies (COGS). The Dean of COGS and Director of Graduate Admissions and Recruitment have developed a year-long marketing strategy for the recruitment of future graduate students. Using third party vendors, COGS buys GRE names, and other potential student names, each quarter. Implemented in Fall 2017, COGS funds four cycles of heavy marketing involving the following:

- Direct email campaigns using email-marketing software and segmented marketing emails: This allows COGS to know the open rates, click through rates, and allows COGS to know which marketing creatives have the most impact on each prospective student demographic.
- Social media platforms that are geo-fenced around the name buys during marketing campaigns and/or special events occurring across the state or nearby states.
- Direct mail to prospective students who have been identified to be more likely to start a graduate program. These prospective students have responded to one of the marketing outreach initiatives and therefore have shown greater interest in joining a graduate program.

Other ways that COGS will market the program:

- Direct phone calls and text messaging
- Radio advertisements
- Selected magazine and newspaper advertisements
- Billboards and advertisements in major thoroughfares like Nashville's airport and movie theaters
- Digital IP address buys for digital marketing
- Businesses/employer registries name buys
- Brochures
- Career fairs

In addition to the items listed above, COGS will also use a year-long addition of MAT based keywords to our general google ad words campaign as well as a geotargeted Facebook/Instagram flight. All of these efforts will cost about $20,230 (10 students x $623 + $5,000 (Google ads) + $8500 (geotargeting))

Facilities

The APSU MAT program will not require new or renovated spaces.

Travel

The APSU MAT program faculty will receive the same $1100 each year for professional development, of which can be used to support research and travel (Attachment I).

Other resources

The APSU MAT program will need additional resources in order to support the high cost associated with equipment and supplies. It will be necessary to assess a program course fee to each student in order to offset the high cost associated with running the program with the proper supplies. This course fee will be included as additional revenue in the THEC Financial Projections Form (Appendix J). The total student fee will be $1000 and will be distributed across different classes in the program (upon Board of Trustees approval).

Section VI: Projected Revenues for the Proposed Program

The APSU MAT program anticipates enrollment of approximately 2-3 students in the first year, 3-4 in the second year, 5 in both years three and four, and then about 10 students by year 5. Since projected enrollment is somewhat unpredictable, our tuition estimates are intentionally conservative; however, these estimates are consistent with the enrollment numbers from other universities who have started an MAT program. The tuition dollars listed below are based on the lower end of enrolled students (e.g. 2 in year 1 as compared to 3).

2025-2026: 2 students (2 x 36 x $537.5 = $38,700) = $38,700
2026-2027: 5 students (2 from cohort 1 and 3 from cohort 2) = $87,075
2027-2028: 8 students (3 from cohort 2 and 5 from cohort 3) = $140,288
2028-2029: 10 students (5 from cohort 3 and 5 from cohort 4) = $169,313
2029-2030: 10 students (5 from cohort 4 and 5 from cohort 5) = $169,313

The program will require a total of 63 credit hours over five semesters (36 hours in year 1 and 27 in year 2) at a rate of about $537.50 per credit hour. Total tuition revenue in the first academic year (2025/2026) is expected to be about $38,700 and in each subsequent year tuition revenue is expected to increase slightly.

See Attachment I for full financial projections.

Tuition

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EXPERIENCE
AUSTIN PEAY

2022-2027 STRATEGIC PLAN

AP Austin Peay State University

CLARKSVILLE ✶ TENNESSEE

TABLE OF CONTENTS

From the President

You might not realize it, but Austin Peay State University's front gates are an architectural marvel. Every day, dozens of students pass through that brick entrance, hurrying to experience a life-changing opportunity, and their faces reveal an unconscious optimism as if they're stepping through a portal into a bright and promising future. That feeling comes from the fact that our front gates don't have a door or some other obstruction. Austin Peay and the experiences we provide are always open to them, and this fact reminds me of Ralph Waldo Emerson's famous quote, "Be an opener of doors."

But Austin Peay, while beautiful, remains a project continually under construction. As stewards of this institution's legacy, we must continue building upon our successes and renovating old modes of thinking. In August 2021, I challenged this University community to make student success – the student experience – the foundation of what we're creating here so that it will infuse all areas of this campus.

Now, we're ready to begin work on creating a better, stronger university, and this strategic plan is the blueprint we'll follow over the coming years. More than 65 members of the campus community came together to develop this plan, and the architecture of our success depends upon the stability of four main pillars – the Academic Experience, the Student Experience, the Employee Experience and the Community Experience. These pillars will raise this University to new heights for its 100th anniversary in 2027, and on our centennial, we will celebrate our status as the region's premier public university.

As we build this future, I'll continue looking through my office window at the University's front entrance. It's one of the most photographed spots on campus, particularly for graduating students. Dressed in their regalia, they pose for senior photos to share with their friends and families. They stand a little taller, shaped by the experiences they've had here. You also can see the pride in their faces, knowing that as this University's reputation continues to grow atop those four pillars, the door will always remain open to them.

With this new plan, those open doors will let them experience change, community and compassion. They'll walk through our gates because the life they want begins at Austin Peay.

Dr. Mike Licari
APSU President

2021-2022 Strategic Planning Process

In the summer of 2021, Dannelle Whiteside, vice president for Legal Affairs and Organizational Strategy, formed the University Strategic Planning Committee. Members were chosen from across campus, and several sub-committees were established to oversee the plan's different pillars. The initial committee included:

- **Dannelle Whiteside**, Strategic Planning Committee chair, vice president for Legal Affairs and Organizational Strategy
- **Dr. Emily Lean**, Strategic Planning Committee co-chair, Harper-Bourne Chair of Excellence/associate dean of the College of Business
- **Kito Aruh**, SGA president (2021-2022)
- **Dr. Prentice Chandler**, dean of the Eriksson College of Education
- **Victor Felts**, associate dean of students and director of Student Life and Engagement
- **Jordan Harmon**, senior associate athletics director
- **Tom Hutchins**, executive director, Physical Plant
- **Dr. Nancy KingSanders**, vice provost, Student Achievement
- **Dr. Marsha Lyle-Gonga**, chair of the Department of Political Science and Public Management
- **Dr. Kristine Nakutis**, executive director, Austin Peay Center at Fort Campbell
- **Dr. Lorneth Peters**, director of the Tennessee Small Business Development Center
- **Nikki Peterson**, director of Alumni Relations
- **Dr. Jane Semler**, faculty senate president (2021-2022)
- **Jerica Swiger**, staff senate president (2021-2022)

Ex-Officio Members:
- APSU Senior Leadership Team
- **Dr. Kathrine Bailey**, director of Strategic Initiatives
- **Dr. Tucker Brown**, interim senior vice provost and associate vice president for Academic Affairs
- **Dr. Andrew Luna**, executive director of Decision Support and Institutional Research
- **Dr. William Rayburn**, process advisor
- **LaNeeca Williams**, chief diversity officer

Strategic Plan Key Terms
- **Pillars** are the metaphorical beams that support a plan and help an organization reach the vision it aspires to achieve. Plans typically have

three to five pillars, each centered around a specific theme, that provide the foundation for the plan's future success.

• **Goals** are the aspirational endpoint that a plan seeks to achieve. They set the tone and direction a plan must follow to be successful.

• **Objectives** are the measurable steps one must take to achieve a plan's goals.

• **Tactics** are the strategic approaches used to accomplish an objective.

Building the Planning Team

In the Fall of 2021, the Strategic Planning Committee revised the University's Mission and Vision statements and developed Austin Peay's first Values Statement. In December, the APSU Board of Trustees unanimously approved the new statements. The process allowed the University community to explore important philosophical questions about Austin Peay's purpose, goals and direction.

During the Spring 2022 semester, the Strategic Planning Committee focused on aligning the University strategic plan with the revised APSU Mission, Vision and Values statements. That process, which included gathering feedback from the APSU community, was completed in May 2022, and the revised plan was presented to the APSU Board of Trustees that June.

Mission, Vision, and Values Development Timeline

• **May 24, 2021** – Call for Strategic Planning Committee nominations
• **June 22, 2021** – Committee formed
• **Aug. 24, 2021** – Committee hosts inaugural meeting
• **Oct. 20-Nov. 10, 2021** – Rough draft of new mission, vision and value statements presented to APSU community through a series of Town Halls.
• **Nov. 18, 2021** – Senior Leadership Team approved final draft of statements
• **Nov. 24, 2021** – APSU President Mike Licari approved statements
• **Dec. 3, 2021** – APSU Board of Trustees approved statements

Strategic Plan Development Timeline

• **January 2022** – Strategic Planning Committee and subcommittees develop proposed pillars, goals and objectives for the plan
• **April 5- April 14, 2022** – Strategic plan rough draft presented to APSU community through a series of Town Halls
• **May 25, 2022** – APSU Senior Leadership Team approved final draft of plan
• **May 26, 2022** – APSU President Mike Licari approved plan
• **June 10, 2022** – APSU Board of Trustees approved Experience Austin Peay Strategic Plan

Our Mission

Austin Peay State University is a mission-driven, community-minded institution that provides transformational experiences through innovative, creative, and scholarly activities. We welcome and inspire an inclusive community of learners to make a positive impact regionally and globally.

Our Vision

We will be the region's university of choice for those seeking to improve their lives. We will achieve this vision through student-centered teaching, unique developmental opportunities, and our focus on innovative research and public service.

Our Values

We are a collaborative community that values personal growth and life-long engagement through the promotion of integrity and academic excellence.

ACADEMIC EXCELLENCE

By providing meaningful and practical learning opportunities with highly qualified and dedicated faculty and staff.

INTEGRITY

By maintaining an honest, fair, and credible environment.

COMMUNITY

By fostering learning in an environment where all are welcomed and valued.

PERSONAL GROWTH

By providing the knowledge, tools and resources for all Governors to reach their full potential.

LIFE-LONG ENGAGEMENT

By providing services, programs and experiences that promote loyalty, pride and mutual support.

COLLABORATION

Collaboration by enriching our local, regional and global communities through value-added programs, strategic partnerships, and meaningful service.

EXPERIENCE CHANGE.

EXPERIENCE COMMUNITY.

EXPERIENCE COMPASSION.

THE LIFE YOU WANT BEGINS AT AUSTIN PEAY.

In December 2021, the Austin Peay State University Office of Public Relations and Marketing began developing a new University tagline to align APSU's marketing and communication efforts with the institution's new Mission, Vision and Value statements. Those statements will help encapsulate the University's new strategic plan. The new taglines will represent that plan to the wider community, providing a shorthand of what Austin Peay is and where it's going.

In developing the tagline, the Public Relations and Marketing staff examined how the new Mission, Vision and Value statements set Austin Peay apart from its competitors. During this analysis, the words "opportunities" and "experiences" arose multiple times. The team chose "experiences" – a more active term – as the anchor for a two-tiered tagline featuring a headline and a subheading. The headline incorporated the repetition of the word "experience" – Experience Change. Experience Community. Experience Compassion.

THE THREE Cs

Change.
The tagline's first call to action involves "change," which speaks to an incoming student's desire to experience personal growth and be change

agents in the world. Using market research provided by the Nashville-based MP&F Strategic Communications, the PR and Marketing staff examined how potential students want to be better people and pursue careers that matter. Their desires align perfectly with Austin Peay's new mission that challenges students to "make a positive impact regionally and globally."

Community.

The second call to action – "Experience Community – addresses the potential student's desire to find a campus home where they'll receive "personalized and one-on-one support." The MP&F research also found that community, which equates to safety and security, was also a priority for the parents of these students. Austin Peay's new mission touts its "community-minded" and "collaborative" environment. Austin Peay will provide students with that community – both in the classroom and through personal connections with peers and professors – while also preparing them to join a global community once they graduate.

Compassion.

The third call to action – and possibly the most important word in the tagline – is for "compassion." MP&F focus groups found that students "are motivated most by the opportunities to meet new people who look and think differently from them." This demand is supplied by Austin Peay's new mission to "inspire an inclusive community of learners to make a positive impact regionally and globally." Compassion is also inherent in the University's new values, which prioritize "public service," "integrity," and "personal growth."

These experiences from the tagline's headline – "Experience Change, Experience Community, Experience Compassion" – speak directly and succinctly to what Austin Peay offers, what sets it apart from other schools, and what potential students are looking for.

**Experience Change. Experience Community. Experience Compassion.
The life you want begins at Austin Peay.**

This phrasing helps capture the core of Austin Peay and lays out an exciting and ambitious path for the future of the University.

Pillar 1:
The Academic
Experience

Goal 1:

APSU will be a premier public regional university known for student-centered teaching excellence and high quality, innovative, and creative scholarship that is responsive to the needs of our diverse community and beyond.

Objective 1: Increase high quality instruction and scholarship related to pedagogy.

Objective 2: Enhance the quality and breadth of faculty scholarship.

Objective 3: Improve support for diversity and inclusion across the APSU academic community.

Goal 2:

APSU will evolve academic offerings to strengthen our emphasis on delivering quality programs that address community and regional needs.

Objective 1: Improve the quality of academic programs to exceed state standards and professional accreditation expectations.

Objective 2: Align degree programs to better serve the needs of the community and region.

Objective 3: Evolve programs and curricula to reflect best practices in preparing students to contribute professionally, civically, and creatively in their field of choice.

Goal 3:

APSU will optimize our institutional infrastructure to meet the academic needs of our students.

Objective 1: Increase the efficient use of educational spaces.

Objective 2: Align organizational structures across the university.

Objective 3: Increase the variety and flexibility of academic offerings across terms, instructional sites, times of day, and modalities to improve educational accessibility.

Objective 4: Monitor and assess our social, physical, and financial environment to identify and address threats to institutional sustainability.

Pillar 2: The Student Experience

Goal 1:
APSU will afford each student the opportunity to have interactions and experiences by cultivating an inclusive community.

Objective 1: Support all student populations through a variety of resources, programming, and spaces.

Objective 2: Foster meaningful opportunities and experiences for student engagement and exploration.

Objective 3: Provide more dynamic programs and events that celebrate and unite our diverse community and instill a sense of belonging for all Governors.

Goal 2:
APSU will ensure that all students are equipped to pursue their educational and career goals in an empowering environment.

Objective 1: Develop, implement and track a robust strategic enrollment plan to support higher education initiatives including the Tennessee Drive to 55.

Objective 2: Strengthen University collaboration to foster awareness of and access to student support resources.

Objective 3: Increase the number of students academically engaged beyond the classroom.

Objective 4: Improve the quality, consistency, and accessibility of our student support resources.

Objective 5: Actively engage students to become self-advocates for their educational and career goals.

Pillar 3:
The Employee
Experience

Goal 1:
APSU will empower employees to meet their learning and development objectives.

Objective 1: Provide opportunities to enable employees to flourish in or advance their personal and professional development through best practices.

Objective 2: Equip campus leaders with training and support to thrive in their roles while advancing the mission of APSU.

Goal 2:
APSU will support a campus culture where all employees can grow and flourish.

Objective 1: Create a culture of flexibility in response to the evolving workforce to strengthen employee retention and personal well- being while maintaining the vibrancy of the APSU campus.

Objective 2: Attract, hire, and retain high quality faculty and staff to include underrepresented populations.

Objective 3: Operationalize collaboration and teamwork across units, divisions, and colleges to foster a problem-solving culture.

Goal 3:
APSU will cultivate a culture of connectedness in which employees intentionally engage with students to enrich the campus experience and influence student success.

Objective 1: Actively support students by attending University events.

Objective 2: Build awareness of the impact our work has on the APSU Mission and in the lives of our students.

Pillar 4:
The Community
Experience

Goal 1:
APSU will develop and enhance mutually beneficial community partnerships.

Objective 1: Create partnerships and engage with businesses, local government, donors, and alumni.

Objective 2: Connect the university with corporate advisers, increase prospects for new revenues and expand experiential learning opportunities for students.

Objective 3: Develop a sustainable model that links service learning courses, service opportunities, internships, and volunteer efforts to community organizations.
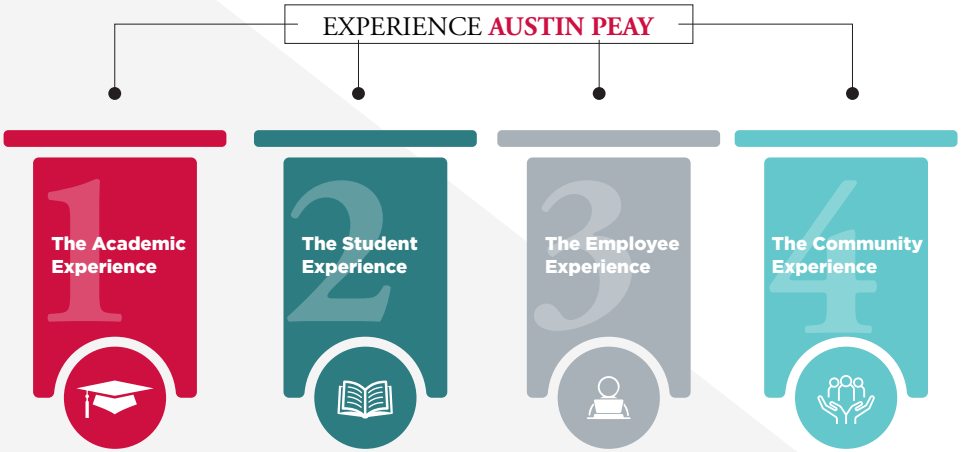
Goal 2:
APSU will increase community involvement by offering robust and unique programming.

Objective 1: Increase community engagement experiences for students, faculty, staff, and alumni.

Objective 2: Provide and promote experiences that connect our community with Austin Peay.

Objective 3: Promote and expand formalized relationships with government, education, business, industry, and non-profit entities.

Objective 4: Increase support to Fort Campbell and other military-related communities through innovative programming and research partnerships.

Objective 5: Maintain a successful NCAA Division 1 Athletics program that strengthens campus and community involvement.

Goal 3:
APSU will create a Gov-for-Life atmosphere that promotes sustained student and alumni engagement.

Objective 1: Expand regional and global networks and mentoring opportunities for our students and alumni.

Objective 2: Strengthen our alumni engagement and participation.

EXPERIENCE **AUSTIN PEAY**

1
The Academic Experience

2
The Student Experience

3
The Employee Experience

4
The Community Experience

Strategic Plan Assessment

The Strategic Planning Team will establish a subcommittee to inform the creation of the University Strategic Plan Dashboard. The sub-committee will also serve as the reviewing body for goal and objective achievement annually for the life of the strategic plan. A structure has been established that will support the Strategic Plan through alignment of the annual Institutional Effectiveness Process (IEP) with the annual budget process.

The Institutional Effectiveness Process

The strategic planning process is supported, in part, by the annual Institutional Effectiveness Process (IEP). The IEP is focused on assessment of outcomes selected by, and relevant to, departments and units. The process involves the collection and analysis of relevant data, specific to departments and units, in order to make improvements to department and unit functions and services, as well as to improve student learning and success. It is expected that the department and unit outcomes align with one or more of the Austin Peay State University strategic plan goals. In addition, the annual IEP provides an opportunity for departments and units to submit budget requests that will enhance the department's ability to make improvements to its functions and services, and/or to student learning and the student learning environment.

The Budget Advisory Task Force

The Budget Advisory Task Force is an advisory body to the president. The task force is knowledgeable of the University budgeting process and has a comprehensive understanding of the resource issues facing the University and the context in which budget decisions are made relative to the University's strategic plan. The task force also reviews and provides input into the budget process, as appropriate, and facilitates communication of the University's operating budget that is transparent and informative. The task force provides input on the framework of the University's strategic plan and provides input on budget priorities for resource allocation or reallocation.

Dashboard Measurements

The University will create a dashboard to measure its progress in accomplishing its goals. This dashboard will consist of multiple data fields that depict a broad view of the University, as well as key indicators of success. The Strategic Planning Committee and the assessment sub-committee will work with various stakeholder groups to determine the best key performance indictors (KPI) to display and share through the strategic planning website.

Tactical Planning

In the fall of 2022, committee members will develop tactical plans to successfully achieve each goal. The Strategic Planning Committee, working with each subcommittee, will evaluate these tactics each year and adjust them if necessary.

The Next 5 Years

The Austin Peay State University strategic plan is a flexible document that allows for changes in the coming years. Unanticipated economic and environmental factors may require the adjustment of priorities and objectives. Scheduled reviews will occur annually to ensure that the plan continues to represent the best path forward for the University.

During the review periods, changes may be proposed through goal champions who will bring those proposals to the Strategic Planning Committee. The Strategic Planning Committee will also regularly determine if a goal has been achieved, or if new objectives or priorities should be solicited, based on current trends and needs of the University.
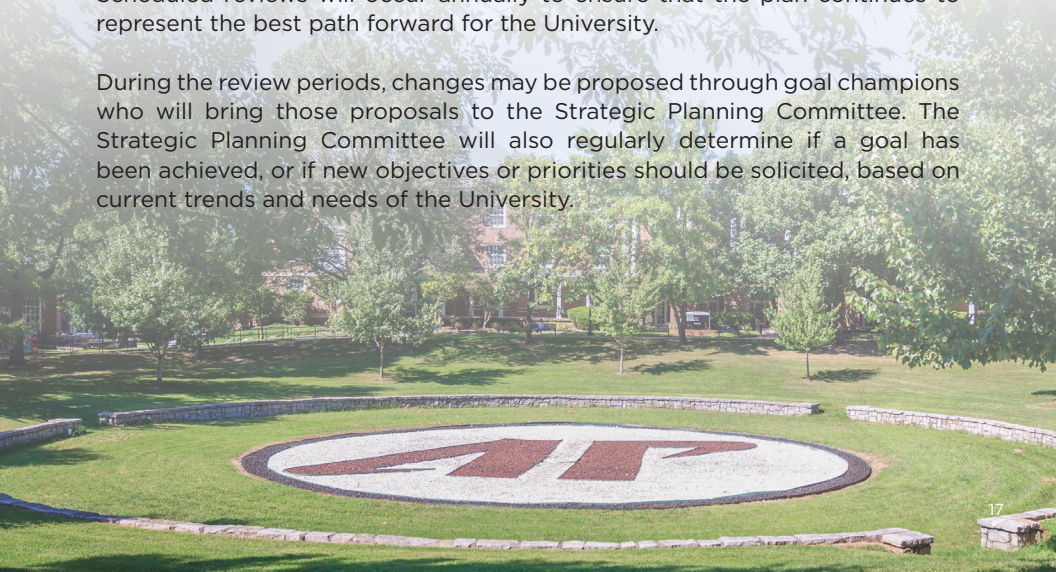
AP Austin Peay
State University

CLARKSVILLE ✦ TENNESSEE

Office of the President
Box 4576 601 College St. Clarksville, TN 37044

Attachment B

HR
HANOVER
R E S E A R C H

ACADEMIC PROGRAM ASSESSMENT

Master's Degree in Athletic Training

Prepared for Austin Peay State University

January 2023

In the following report, Hanover assesses demand for master's degree programs in athletic training, specifically highlighting demand trends within the Southeast region. This report includes an examination of student and labor market demand, and an analysis of potential competitor programs.

TABLE OF CONTENTS

HIGHER EDUCATION

EXECUTIVE SUMMARY

RECOMMENDATIONS

Based on an analysis of degree completions, labor market demand, and market competitors, Hanover recommends that Austin Peay State University:

PROCEED WITH THE DEVELOPMENT OF A MASTER'S DEGREE PROGRAM IN ATHLETIC TRAINING, BUT ANTICIPATE A SMALL COHORT OF STUDENTS

All indicators suggest that a new master's degree program in athletic training would be viable. Student and labor demand indicators are optimistic at all geographic levels and the competitive landscape is positive for a new program. Tennessee currently only has two institutions offering the master's degree in athletic training with a third program set to launch in the summer of 2023 at Middle Tennessee State University so Austin Peay would not be entering a highly-competitive market in the region. Note that cohorts for benchmarked master's degree programs in athletic training are fairly small, with an average of 17 students; there were 22 graduates overall in the state of Tennessee in 2021.

ESTABLISH EMPLOYER RELATIONSHIPS FOR CLINICALS

Athletic training clinical experiences are not only necessary for a student's education, but they are also a required component for CAATE accreditation. CAATE has a list of 94 standards programs must meet in order to obtain full accreditation, and many of these standards can be fulfilled via clinicals where a student is supervised by an athletic trainer or physician. In order for a clinical experience to become part of the approved curriculum, however, Austin Peay must have a current affiliation agreement or memoranda of understanding between the institution and the site. (The affiliation agreement is not required for any clinicals at the sponsoring institution.) Austin Peay should consider reaching out to the top employers in their area, such as Kentucky Orthopedic Rehab Team, Fit for Work, and/or Progressive Health, in order to begin discussing partnerships.

BEGIN THE ACCREDITATION PROCESS AS SOON AS POSSIBLE

Accreditation from the Commission on Accreditation of Athletic Training Education (CAATE) is obligatory for any program wishing to be competitive in the athletic training landscape as students must graduate from an accredited institution in order to take the Board of Certification exam. The initial accreditation process can take up to two years at the onset, so Austin Peay should factor the time requirements into the planning process.

EXECUTIVE SUMMARY

KEY FINDINGS

Student demand indicators for master's degrees in athletic training are rising impressively across all geographic levels. From 2017 to 2021, master's degree conferrals in athletic training have grown 6.7 percent in Tennessee and 15.0 percent in the Southeast region. Additionally, new standards set by NATA and the CAATE have made the master's degree the professional standard for athletic trainers, which means prospective students will be required to obtain a master's degree to practice, further driving demand.
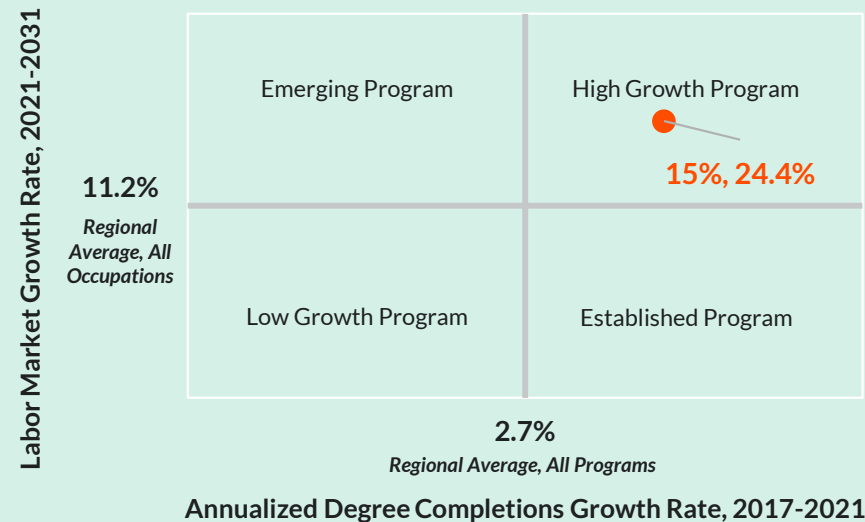
Labor market predictions are similarly strong across all geographic levels. Labor demand in Tennessee is expected to increase by 24.1 percent over the next ten years, and by 24.4 percent in the Southeast region, outperforming growth indicators for all other occupations.

The average per-credit tuition rate for competitor programs is $590; most programs require 63 credits. If seeking to complete for students, Austin Peay may wish to align its per-credit rates and course requirements to these levels, while keeping in mind that the average wage for athletic trainers in the Southeast region is $45,997.

CAATE accreditation is a necessity for any master's degree program in athletic training. CAATE accreditation is a prerequisite for any new program as master's degrees in athletic training are responsible for preparing athletic trainers for the Board of Certification (BOC) exam. Without accreditation, program graduates will not be able to take the exam which is widely accepted by state regulatory bodies. All benchmarked institutions are accredited.

REGIONAL BENCHMARK ANALYSIS

Comparison of athletic training masters' degree program completions and relevant labor market to all completions and all occupations in the Southeast region

Labor Market Growth Rate, 2021-2031

| Emerging Program | High Growth Program |
| Low Growth Program | Established Program |

11.2% *Regional Average, All Occupations*

15%, 24.4%

2.7% *Regional Average, All Programs*

Annualized Degree Completions Growth Rate, 2017-2021

FAST FACTS

100% Nine of nine benchmarked athletic training master's degree programs are accredited by CAATE and offer their programs in an in-person format. No benchmarked programs are offered online.

17 Benchmarked athletic training master's degree programs have an average of 17 graduates each year.
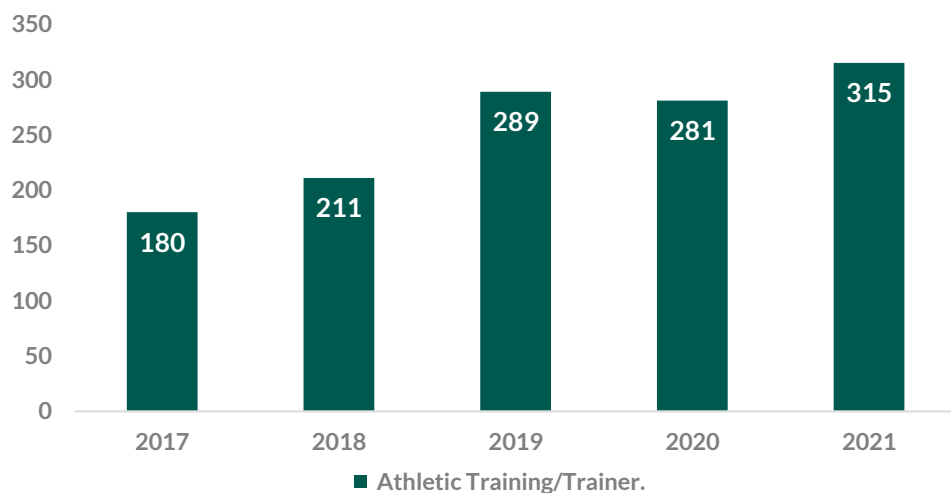
24% Labor demand for athletic trainers is expected to grow 24.0 percent in Tennessee over the next ten years.

STUDENT DEMAND ANALYSIS

REGIONAL DEGREE COMPLETIONS
Southeast region distribution of degree completions from 2017 to 2021

Bar chart with values:
- 2017: 180
- 2018: 211
- 2019: 289
- 2020: 281
- 2021: 315

■ Athletic Training/Trainer.

TOTAL DEGREE COMPLETIONS
Aggregate degree completions by geographic level (2021)

	Tennessee	Southeast	National
Athletic Training/Trainer	22	315	1,386
Total Completions, Observed Fields	**22**	**315**	**1,386**
Growth Rate, Observed Fields	**6.7%**	**15.0%**	**13.6%**
Growth Rate, All Fields	**0.0%**	**2.7%**	**1.9%**

Source: IPEDS

HR

HIGHER EDUCATION

ANALYSIS

Student demand for master's degrees is rising across all geographic levels and outperforming demand for all fields. While Tennessee's annualized conferral growth rate of 6.7 percent is lower than that of the Southeast region or nation, it is still very strong. CAATE reports that the typical master's degree program has a total enrollment of 25 students and admits nine new students per year. Additionally, in 2020, 40 professional programs were in the processing of withdrawing from the accreditation process as they did not wish to transform their bachelor's degree programs into master's programs, leaving space in the market.

All future athletic trainers will require a master's degree. The National Athletic Training Association (NATA) Board of Directors and the commissioners of the Commission on Accreditation of Athletic Training Education (CAATE) have agreed to establish the professional degree in athletic training at the master's level. After the start of the 2022 fall term, bachelor's programs cannot admit, enroll, or matriculate students into the athletic training program. Bachelor's programs can use the Substantive Change Process to alter the level of the degree. The procedure is grandfathered so current athletic trainers will not be affected.

STATE DEGREE COMPLETIONS
Tennessee distribution of degree completions from 2017 to 2021

Bar chart with values:
- 2017: 17
- 2018: 14
- 2019: 17
- 2020: 19
- 2021: 22

■ Athletic Training/Trainer.
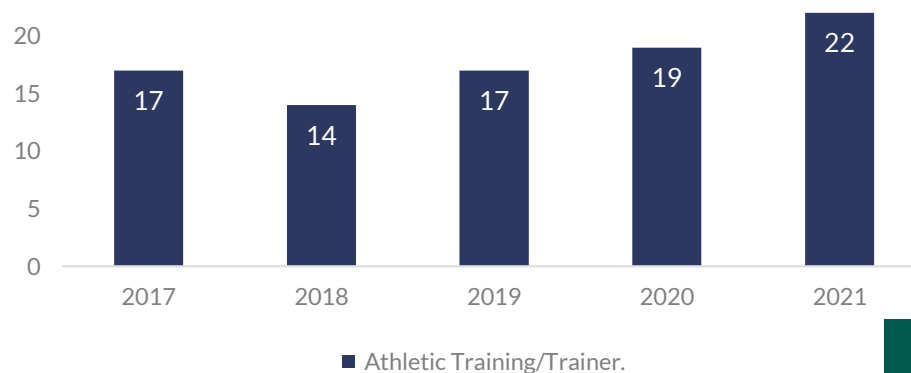
ACCREDITATION

CAATE ACCREDITATION

The Commission on Accreditation of Athletic Training Education (CAATE) is the governing body that accredits athletic training programs nationwide. Professional master's degree programs are subject to ongoing evaluation based on compliance with CAATE standards. CAATE has a list of 94 standards programs must meet for full accreditation. These standards cover areas such as clinical requirements, program length, faculty training, and reporting data such as the first-time pass-rate of the Board of Certification (BOC) exam. Initial accreditation can take up to two years.

SAMPLE REQUIREMENTS

Program Design and Quality

- Written mission statement
- Meet or exceed a three-year aggregate 70 percent first time pass rate on the BOC exam
- Core faculty is engaged in program development, implementation, and evaluation

Program Delivery

- Planned interprofessional education is incorporated into the program
- Clinical requirements are met through graduate courses and span at least two years
- Students gain experience with patients displaying a variety of common athletic health conditions

Institutional Organization and Administration

- Program is housed with similar health care profession programs
- Clinicals are supervised by an athletic trainer or physician
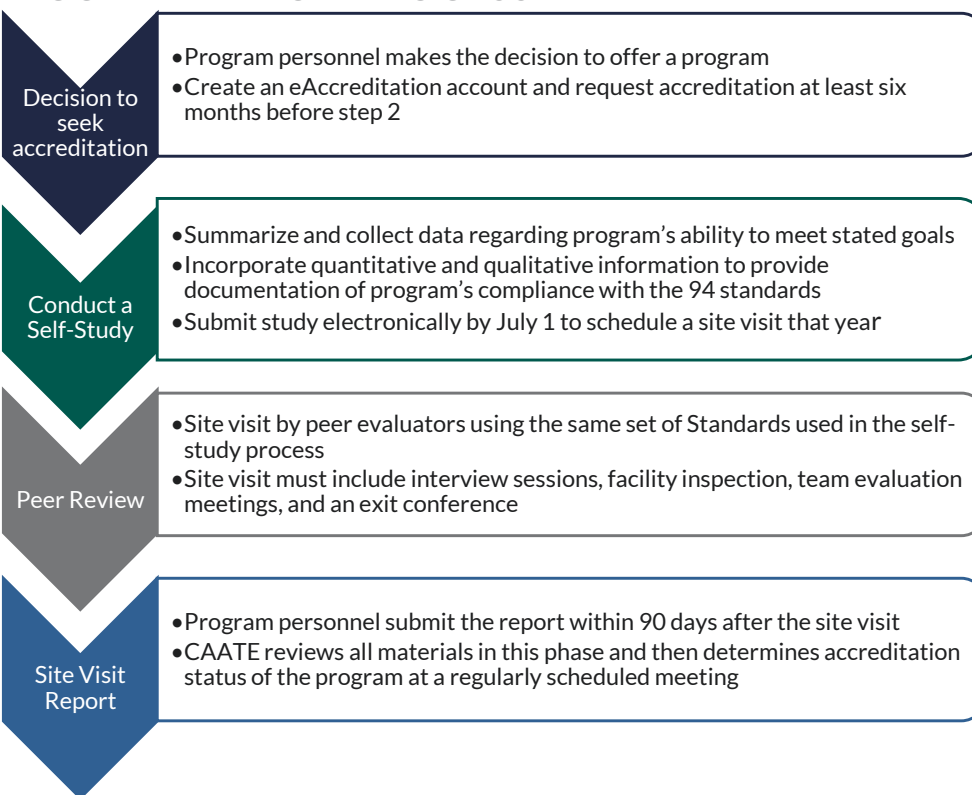- Program director is a full-time faculty member whose primary assignment is to the program

Curricular Content

- Requires prerequisite classes in biology, chemistry, physics, psychology, anatomy and physiology
- Students must be able to educate patients on appropriate pharmacological agents
- Students must be able to select and use biometrics and physiological monitoring systems

Source: CAATE

ACCREDITATION PROCESS

Decision to seek accreditation
- Program personnel makes the decision to offer a program
- Create an eAccreditation account and request accreditation at least six months before step 2

Conduct a Self-Study
- Summarize and collect data regarding program's ability to meet stated goals
- Incorporate quantitative and qualitative information to provide documentation of program's compliance with the 94 standards
- Submit study electronically by July 1 to schedule a site visit that year

Peer Review
- Site visit by peer evaluators using the same set of Standards used in the self-study process
- Site visit must include interview sessions, facility inspection, team evaluation meetings, and an exit conference

Site Visit Report
- Program personnel submit the report within 90 days after the site visit
- CAATE reviews all materials in this phase and then determines accreditation status of the program at a regularly scheduled meeting

A PROGRAM NEEDS ACCREDITATION

All states except California, Alaska, and the District of Columbia regulate athletic trainers through licensure or certification. To become a certified athletic trainer, a student must graduate from an accredited professional athletic training education program and pass the exam given by the BOC. Eligibility for the exam requires the completion of a program accredited by the CAATE. Passing the BOC exam is a requirement for licensure in most states. BOC certification is recognized by the National Commission for Certifying Agencies and is the only accredited certification program for athletic trainers. Therefore, to practice in most states, graduates must come from CAATE accredited programs.

LABOR MARKET ANALYSIS

REGIONAL CURRENT AND PROJECTED EMPLOYMENT
Southeast region athletic training positions as of 2021 and 2031 (projected)

6,835 (2021)
8,504 (2031)

Athletic Trainers

■ 2021 ■ 2031
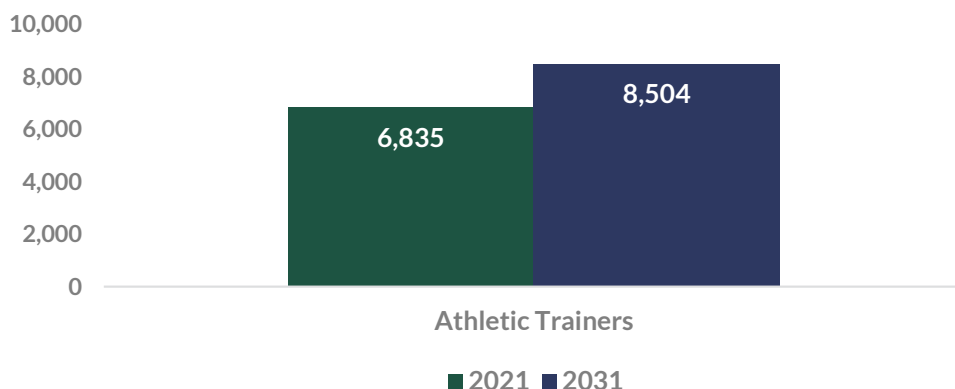
TOTAL LABOR MARKET
Aggregate projected employment growth by geographic level

	Tennessee	Southeast	National
Estimated Employment (2021)	561	6,835	29,400
Projected Employment (2031)	696	8,504	34,500
Total Annual Openings, Observed Occupations	57	696	2,500
Employment Growth, Observed Occupations	24.1%	24.4%	17.3%
Employment Growth, All Occupations	11.5%	11.2%	5.3%

Source: JobsEQ

HIGHER EDUCATION

ANALYSIS

Labor demand for athletic trainers is expected to show impressive growth across all geographic levels over the next ten years, outperforming all occupations by more than double. Athletic trainer positions are projected to grow at a rate of 24.1 percent in Tennessee, 24.4 percent regionally, and 17.3 percent nationally.

While athletic trainers have traditionally been found in higher education, professional sports organizations, or secondary schools, the industry is expanding to other fields. According to NATA, emerging settings for athletic trainers are healthcare administration and rehabilitation, the military, occupational health, performing arts, physician's practice, and public safety. It is likely that graduates of master's degree programs in athletic training will have a variety of work environments from which to choose. Additionally, more industries are realizing the value of athletic trainers in reducing healthcare costs through benefits such as injury prevention.

Growing concerns over safety in youth sports may pressure more high schools to retain the services of athletic trainers. Currently, only 37.0 percent of high schools have a full-time athletic trainer and one-third of all high schools have no access to athletic trainers at all. This climate may help bolster the already-vibrant labor market for athletic trainers.

REAL-TIME JOB POSTINGS INTELLIGENCE

ANALYSIS

Over the last six months the Southeast region has generated over 1,600 job postings for athletic training positions. Prospective employers seek employees with strong medical training and certifications along with athletic training-focused skills. The top locations for employment in the region are Hollywood (Florida), Atlanta (Georgia), Winston Salem (North Carolina), and Charlotte (North Carolina). The wages for athletic trainer positions posted in the Southeast region range from $20,000 to $76,400 with an average of $45,997. These levels align with Bureau of Labor Statistics national averages. While the master's degree is now the required level for accreditation, employers are still accepting bachelor's degree candidates. This is likely to decline as the last bachelor's degree conferrals were granted in the fall of 2022. In Austin Peay's region (approximately 100-mile radius around Clarksville), there were 111 postings for athletic trainers in the last six months. Nashville, Bowling Green (Kentucky), and Murfreesboro are the top locations, and the top employers were STAR PT, Kentucky Orthopedic Rehab Team (KORT), Vanderbilt University, and Confluent Health.

EXEMPLAR SOUTHEAST REGION JOB POSTINGS

Position	Employer	Location	Skills and Requirements
Athletic Trainer	PT Solutions Physical Therapy	North Greene High School Greenville, TN	▪ Bachelor's degree in athletic training ▪ State licensure ▪ Basic Life Support Certification
Certified Athletic Trainer	Kentucky Orthopedic Rehab Team	Valley High School Louisville, KY	▪ Bachelor's degree in Athletic Training ▪ BOC certified ▪ Kentucky License
Athletic Trainer	Atrium Health	Cabarrus County School Concord, NC	▪ Bachelor's degree in athletic training ▪ North Carolina License ▪ Basic Life Support

TOP SKILLS AND CREDENTIALS

Top Skills

- Athletic Training
- Automated External Defibrillators (AED)
- Wound Care
- Medical Terminology
- Teaching/Training, Job
- Physiology
- JavaScript
- Electronic Medical Record System (EMR System)

Top Certifications

- Cardiopulmonary Resuscitation (CPR)
- Basic Life Support (BLS)
- Certified Athletic Trainer (CAT)
- First Aid Certification
- AED Essentials
- Certified Strength and Conditioning Specialist (CSCS)
- Certified Occupational Therapy Assistant (COTA)
- OSHA 10

TOP AUSTIN PEAY AREA EMPLOYERS

- STAR PT
- Kentucky Orthopedic Rehab Team
- Vanderbilt University

- Confluent Health
- Rutherford County School District
- Williamson Medical Center

- Austin Peay State University
- Fit for Work
- Progressive Health

Note: For this analysis, Hanover retrieved job postings data for athletic training positions in the Southeast region and the Austin Peay area from JobsEQ, a proprietary database providing real-time job postings aggregated from thousands of websites. All data reflect the 180-day period as of January 2023.
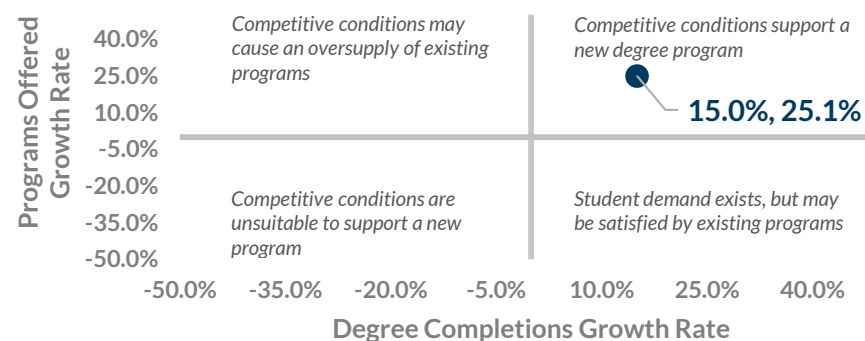
COMPETITOR ANALYSIS

BENCHMARKED PROGRAMS

Institution	2017	2018	2019	2020	2021	CAGR
University of South Carolina-Columbia	22	19	26	17	36	13.1%
University of South Florida	5	24	40	36	32	59.1%
University of Arkansas	15	20	19	20	18	4.7%
The University of Tennessee-Chattanooga	17	14	17	17	17	0.0%
Florida International University	21	21	16	14	11	-14.9%
Shenandoah University	20	17	14	16	11	-13.9%
University of Kentucky	9	12	15	10	10	2.7%
Marshall University	5	6	7	9	9	15.8%
Lee University	--	--	--	2	5	--
Total	114	133	154	141	149	6.9%

Note: Middle Tennessee State University's master's program in athletic training will not begin admitting students until summer of 2023 so their conferral numbers are not yet available.

REGIONAL MARKET SATURATION

Within the Southeast region, do competitive conditions support an additional athletic training master's degree program?

Programs Offered Growth Rate

- Competitive conditions may cause an oversupply of existing programs
- Competitive conditions support a new degree program — **15.0%, 25.1%**
- Competitive conditions are unsuitable to support a new program
- Student demand exists, but may be satisfied by existing programs

40.0% 25.0% 10.0% -5.0% -20.0% -35.0% -50.0%

-50.0% -35.0% -20.0% -5.0% 10.0% 25.0% 40.0%

Degree Completions Growth Rate

ANALYSIS

Competitive conditions suggest a favorable environment for a new master's degree program in athletic training. From 2017 to 2021, the number of regional master's degree conferrals in athletic training grew at a rate of 15.0 percent, indicating strong student demand. During the same period 29 new master's degree programs in athletic training were established, a growth rate of 25.1 percent. These indicators suggest the market may become more competitive but there is robust student demand for the degree.

Southeast regional competitors have experienced a growth rate of 6.9 percent overall. Only Florida International University has experienced a decline in conferrals over the last five years. The master's in athletic training degree has an average cohort of 17 students among benchmarked competitors, indicating a small but reliable base of student interest in the degree. Competition in Tennessee currently comes from only two institutions, Lee University in Cleveland and University of Tennessee in Chattanooga. Middle Tennessee State University's athletic training master's degree program will begin admitting student in summer 2023.

PROGRAM TRENDS

CREDIT REQUIREMENTS

63

Most benchmarked athletic training master's degree programs require students to complete an average of 63 credits to earn the degree. University of Kentucky requires the most credits at 76, whereas Lee University requires only 54 credits.

PROGRAM LENGTH

Most benchmarked athletic training master's degree programs report that students can complete the degree in two years in a six-semester format. Cohorts usually begin study in the summer and proceed without breaks to graduate in the spring of the second year.

CURRICULUM

Benchmarked athletic training master's degree programs follow a strict curricular structure because of the necessities of qualifying for accreditation with CAATE.

DELIVERY FORMAT

Most programs are offered in-person because of clinical requirements. Offering the program online would require partnerships with participating facilities or sufficient simulated clinical experiences.

PER-CREDIT TUITION

Tuition ranges from $373 per credit for resident students at Florida International University to $945 per credit at Shenandoah University. If Austin Peay develops an athletic trainer master's degree program, a tuition rate around or lower than $590 per credit will be competitive on price.

University	Non-resident	Resident
Shenandoah University		$945
Lee University		$875
University of Kentucky	$1,890	$762
University of South Carolina	$1,353	$624
AVERAGE	$1,134	$590
University of Tennessee	$1,141	$441
University of Arkansas	$1,190	$437
University of South Florida	$877	$431
Marshall University	$1,115	$418
Florida International University	$820	$373
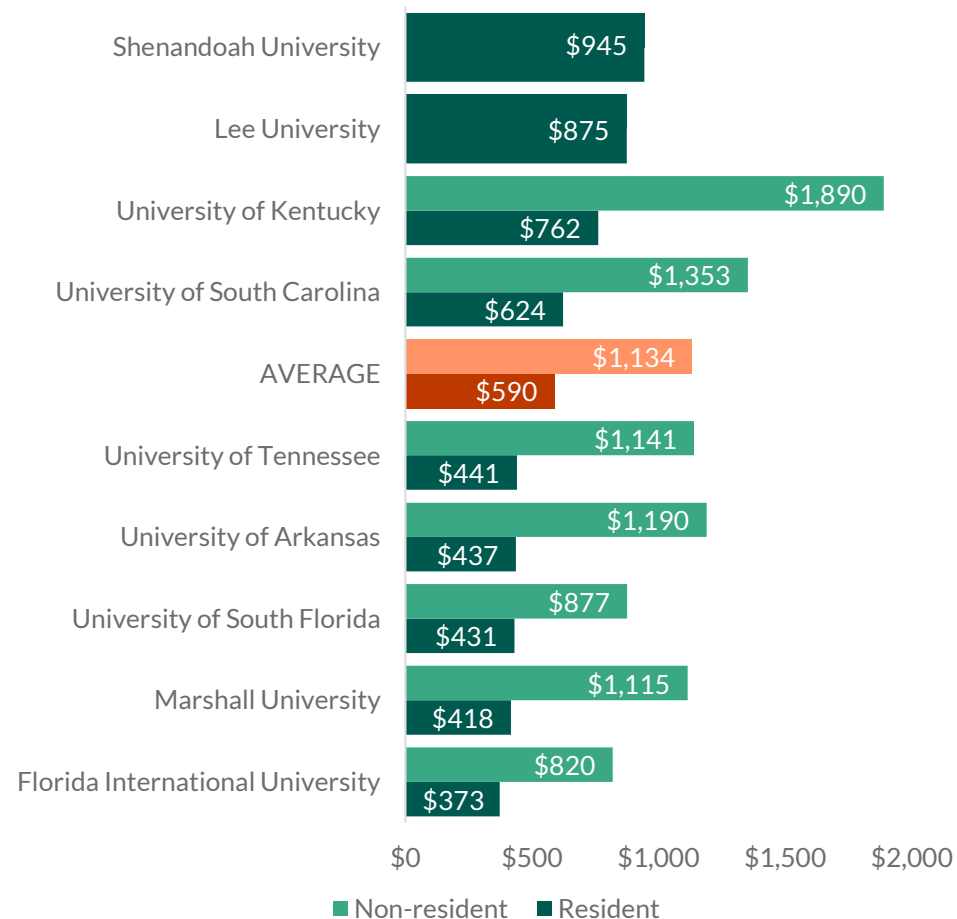
Note: Marshall University also offers a "metro rate" tuition of $799 per credit for residents of nearby out-of-state counties.

HIGHER EDUCATION

CURRICULUM

TYPICAL COURSEWORK

Students admitted to master's degree programs in athletic training are expected to have strong science backgrounds, so the master's level courses focus on specific athletic training topics. Curricular structures are strict because of the guidelines for accreditation, so no electives are offered though some programs may offer unique courses. The bulk of athletic training programs, outside of clinical requirements, teach how to assess, diagnose, and treat injuries to various parts of the anatomy. No benchmarked institution offers a concentration.

Curricular Topics

Anatomy of the Trunk and Extremities
Head, Spine, and Neck Injuries
Upper Extremity Treatment
Orthopedic Evaluation

Therapeutic Modalities
Population Health Management
Risk Management for Athletes
Sports Nutrition

Administrative Aspects of Athletic Training
Professionalism in Athletic Training
Contemporary Issues in Athletic Training
Ethics of Athletic Training

CLINICAL TRAINING

Benchmarked institutions require an average of seven clinical experiences during their programs, covering the following topics, among others:

Athletic Training	Lower Extremity Assessment and Management	Spinal Injury Assessment and Management
Pharmacology	Evaluation and Diagnosis	Emergency Care

ADMISSIONS CRITERIA

Most benchmarked athletic training master's degree programs require a bachelor's degree with a minimum GPA of 3.0, previous athletic training observation, and the following prerequisites:

Prerequisite	Number of Institutions
Chemistry	8
	7
Anatomy and Physiology	6
	6
Biology	6
	5
Biomechanics/Kinesiology	5
	4
Medical Terminology	3
	3
First Aid & CPR	2

Number of Institutions requiring the prerequisite course.
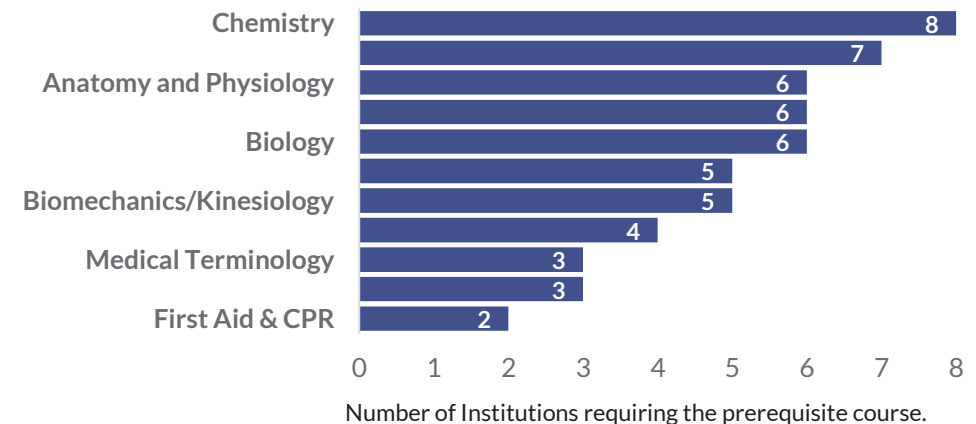
PROGRAM BENCHMARKING

Benchmarked programs are offered by institutions located in the region. All programs are accredited by CAATE. All programs are offered in-person, largely due to the clinical requirements of the degree.

Institution	Program	Credits	Tuition / Credit	Curriculum	Notable Features
Florida International University *Miami, FL*	Athletic Training, MS	58 credits	$373 resident $820 non-resident*	Curriculum	
Lee University *Cleveland, TN*	Athletic Training, MS	54 credits	$875	Curriculum	Optional international missions in the second summer
Marshall University *Huntington, WV*	Athletic Training, BS+MS	58 credits	$418 resident $1,115 non-resident $799 metro**	Curriculum	3+2 program
Shenandoah University *Winchester, VA*	Athletic Training, MS	70 credits	$945	Curriculum	Master's certificate in Performing Arts Medicine
University of Arkansas *Fayetteville, AK*	Athletic Training, MS	59 credits	$437 resident $1,190 non-resident	Curriculum	
University of Kentucky *Lexington, KY*	Athletic Training, MS	76 credits	$762 resident $1,890 non-resident	Curriculum	
University of South Carolina *Columbia, SC*	Athletic Training, MS	67 credits	$624 resident $1,353 non-resident***	Curriculum	
University of South Florida *Tampa, FL*	Athletic Training, MS	60 credits	$431 resident $877 non-resident	Curriculum	Dance Medicine & Science master's certificate
University of Tennessee *Chattanooga, TN*	Athletic Training, MS	66 credits	$441 resident $1,141 non-resident****	Curriculum	

* Per-credit resident tuition rate calculated by dividing $4,101 by 11 average credits per semester. Per-credit non-resident tuition rate calculated by dividing $9,015 by 11 average credits per semester.

** Per-credit resident tuition rate calculated by dividing $4,467 by 11 average credits per semester. Per-credit non-resident tuition rate calculated by dividing $10,743 by 11 average credits per semester. Per-credit metro tuition rate calculated by dividing $7,899 by 11 average credits per semester. Metro rates apply to persons residing in Gallia, Jackson, Lawrence, Meigs, Pike & Scioto Counties of Ohio and Boyd, Carter, Elliott, Floyd, Greenup, Johnson, Lawrence, Martin and Pike Counties of Kentucky.

*** Per-credit resident tuition rate calculated by dividing $6,867 by 11 average credits per semester. Per-credit non-resident tuition rate calculated by dividing $14,880 by 11 average credits per semester.

**** Per-credit resident tuition rate calculated by dividing $5,734 by 13 average credits per semester. Per-credit non-resident tuition rate calculated by dividing $14,828 by 13 average credits per semester.

Source: Institutional Websites (see embedded hyperlinks)

HR HIGHER EDUCATION

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Job Posting Analytics

Lightcast Q1 2023 Data Set

February 2023

Tennessee

Parameters

Select Timeframe: Aug 2020 - Dec 2022

Occupations:

Results should include

Code	Description
29-9091	Athletic Trainers

Regions:

Code	Description
47	Tennessee

Minimum Experience Required: Any

Education Level: Any

Keyword Search:

Posting Type: Newly Posted

Job Postings Summary

524	3 : 1	33 days
Unique Postings	**Posting Intensity**	**Median Posting Duration**
1,799 Total Postings	Regional Average: 3 : 1	Regional Average: 32 days
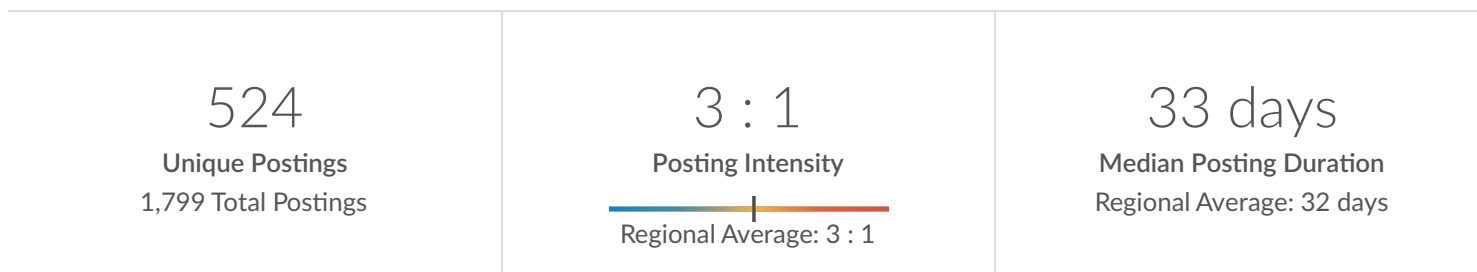
There were **1,799** total job postings for your selection from August 2020 to December 2022, of which **524** were unique. These numbers give us a Posting Intensity of **3-to-1**, meaning that for every 3 postings there is 1 unique job posting.

This is close to the Posting Intensity for all other occupations and companies in the region (3-to-1), indicating that they are putting average effort toward hiring for this position.

Advertised Salary

There are 78 advertised salary observations (15% of the 524 matching postings).

$48.6K

Median Advertised Salary

This is $828.5 above the government recorded median salary for Athletic Trainers in Tennessee.
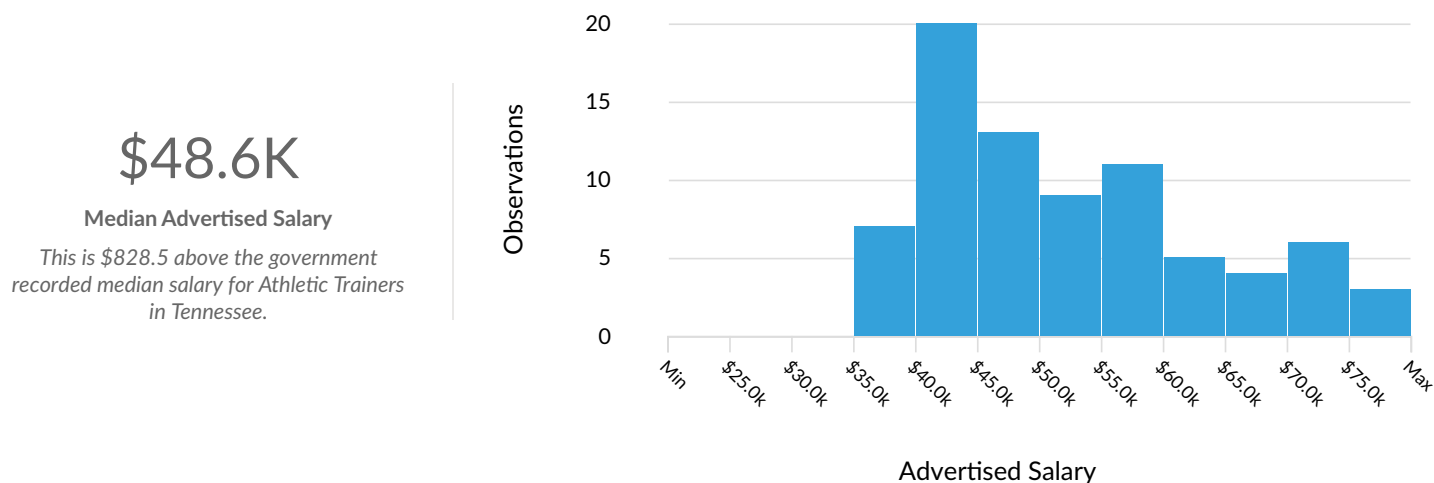
Advertised Wage Trend

Not enough data for this chart.

Job Postings Regional Breakdown
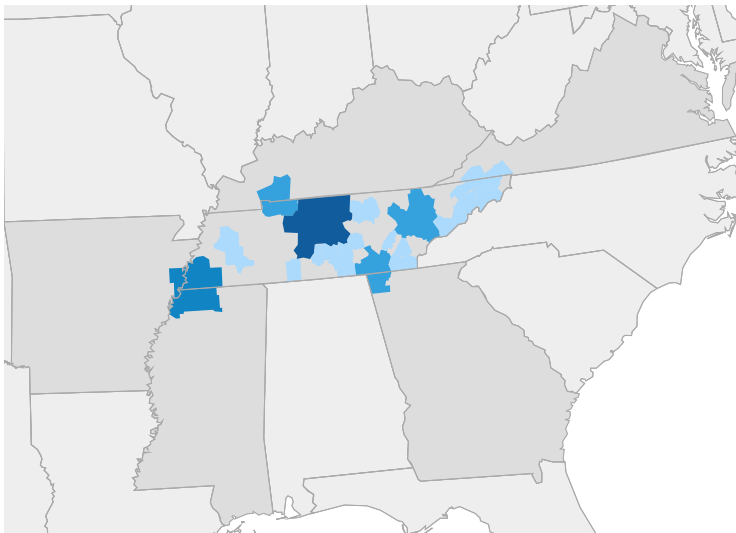
MSA	Unique Postings (Aug 2020 - Dec 2022)
Nashville-Davidson--Murfreesboro--Franklin, TN	150
Memphis, TN-MS-AR	81
Clarksville, TN-KY	51
Knoxville, TN	47
Chattanooga, TN-GA	46

Unique Postings Trend
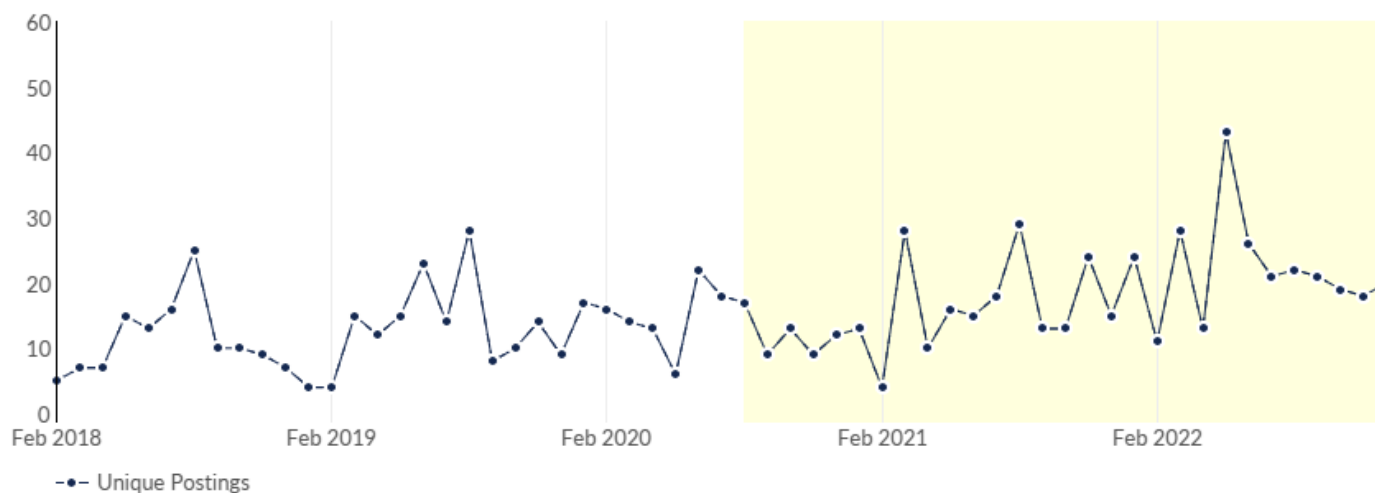
- ● - Unique Postings

Month	Unique Postings	Posting Intensity
Jan 2023	19	1 : 1
Dec 2022	20	11 : 1
Nov 2022	18	2 : 1
Oct 2022	19	1 : 1
Sep 2022	21	2 : 1
Aug 2022	22	2 : 1
Jul 2022	21	2 : 1
Jun 2022	26	3 : 1
May 2022	43	4 : 1
Apr 2022	13	8 : 1
Mar 2022	28	4 : 1
Feb 2022	11	4 : 1

Education Breakdown

Education Level	Unique Postings	% of Total
No Education Listed	131	25%
High school or GED	8	2%
Associate degree	14	3%
Bachelor's degree	370	71%
Master's degree	183	35%
Ph.D. or professional degree	8	2%

Minimum Education Breakdown

Minimum Education Level	Unique Postings (minimum)	Unique Postings (max advertised)	% of Total (minimum)
High school or GED	8	0	2%
Associate degree	13	1	2%
Bachelor's degree	359	10	69%
Master's degree	11	168	2%
Ph.D. or professional degree	2	6	0%

Experience Breakdown

Minimum Experience	Unique Postings	% of Total
No Experience Listed	331	63%
0 - 1 Years	110	21%
2 - 3 Years	70	13%
4 - 6 Years	9	2%
7 - 9 Years	4	1%
10+ Years	0	0%

Job Postings vs. Hires

18	21
Avg. Monthly Postings (Aug 2020 - Dec 2022)	Avg. Monthly Hires (Aug 2020 - Dec 2022)

In an average month, there were **18** newly posted job postings for *Athletic Trainers*, and **21** actually hired. This means there was approximately 1 hire for *Athletic Trainers* for every 1 unique job posting.
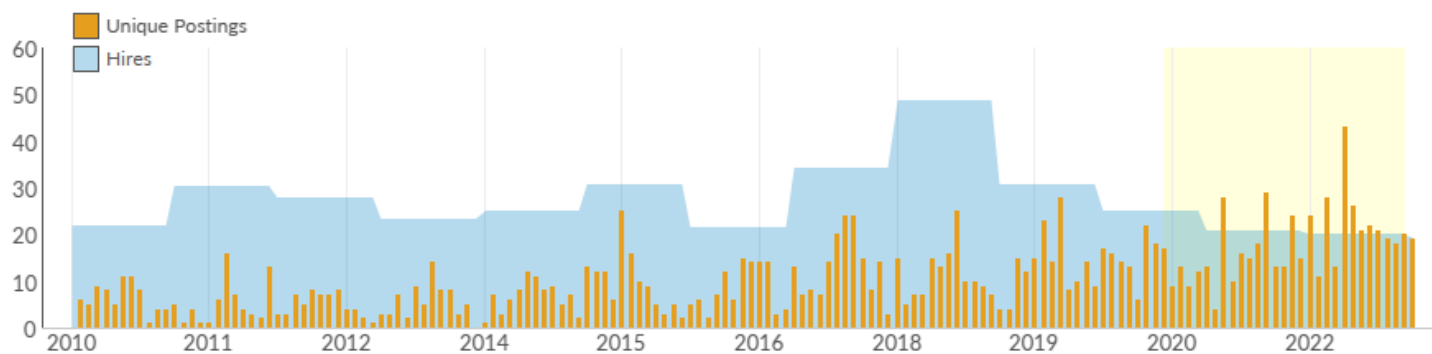
Occupation	Avg Monthly Postings (Aug 2020 - Dec 2022)	Avg Monthly Hires (Aug 2020 - Dec 2022)
Athletic Trainers	18	21

Top Companies Posting

	Total/Unique (Aug 2020 - Dec 2022)	Posting Intensity	Median Posting Duration
Vanderbilt University	114 / 43	3 : 1	29 days
Progressivehealth	304 / 30	10 : 1	34 days
LifePoint Health	47 / 22	2 : 1	20 days
University of Tennessee	58 / 22	3 : 1	30 days
University of Memphis	75 / 20	4 : 1	19 days
Covenant Health	51 / 19	3 : 1	13 days
Star Pt	52 / 15	3 : 1	23 days
Fit For Work.	50 / 11	5 : 1	38 days
Williamson Medical Center	89 / 11	8 : 1	n/a
Austin Peay State University	27 / 10	3 : 1	29 days

Top Cities Posting

City	Total/Unique (Aug 2020 - Dec 2022)	Posting Intensity	Median Posting Duration
Memphis, TN	224 / 69	3 : 1	21 days
Nashville, TN	231 / 69	3 : 1	29 days
Clarksville, TN	235 / 51	5 : 1	38 days
Chattanooga, TN	148 / 46	3 : 1	33 days
Knoxville, TN	137 / 38	4 : 1	29 days
Franklin, TN	150 / 30	5 : 1	10 days
Fayetteville, TN	24 / 17	1 : 1	28 days
Sevierville, TN	42 / 15	3 : 1	13 days
Murfreesboro, TN	29 / 14	2 : 1	31 days
Smyrna, TN	146 / 13	11 : 1	34 days

Top Posted Occupations

	Total/Unique (Aug 2020 - Dec 2022)	Posting Intensity	Median Posting Duration
Athletic Trainers	1,799 / 524	3 : 1	33 days

Top Posted Occupations

Occupation (O*NET)	Total/Unique (Aug 2020 - Dec 2022)	Posting Intensity	Median Posting Duration
Athletic Trainers	1,799 / 524	3 : 1	33 days

Top Posted Occupations

Occupation	Total/Unique (Aug 2020 - Dec 2022)	Posting Intensity	Median Posting Duration
Athletic Trainer	1,629 / 475	3 : 1	33 days
College / University Administrator	58 / 23	3 : 1	29 days
Media / Talent Director	36 / 8	5 : 1	22 days
Program Manager	40 / 5	8 : 1	24 days
Training and Development Specialist	6 / 3	2 : 1	n/a
Athlete / Sports Competitor	5 / 2	3 : 1	n/a
Marketing Manager	7 / 2	4 : 1	55 days
Fundraising Manager	1 / 1	1 : 1	n/a
General Manager	3 / 1	3 : 1	48 days
Healthcare Administrator	9 / 1	9 : 1	40 days
Entertainment / Recreation Manager	3 / 1	3 : 1	47 days
Communications / Public Relations Manager	1 / 1	1 : 1	n/a
Sales Supervisor	1 / 1	1 : 1	n/a

Top Posted Job Titles

	Total/Unique (Aug 2020 - Dec 2022)	Posting Intensity	Median Posting Duration
Athletic Trainers	958 / 263	4 : 1	31 days
Certified Athletic Trainers	245 / 93	3 : 1	24 days
Assistant Athletic Trainers	226 / 73	3 : 1	32 days
On-Site Industrial Athletic Trainers	193 / 25	8 : 1	37 days
Athletics Directors	37 / 15	2 : 1	22 days
Head Athletic Trainers	21 / 10	2 : 1	45 days
Physical Therapists/Athletic Trainers	9 / 5	2 : 1	12 days
Athletic Trainers Physician Extender	7 / 4	2 : 1	23 days
Directors of Athletic Development	8 / 4	2 : 1	34 days
Directors of Business Affairs	4 / 2	2 : 1	48 days

Top Industries

	Total/Unique (Aug 2020 - Dec 2022)	Posting Intensity	Median Posting Duration
Health Care and Social Assistance	614 / 183	3 : 1	34 days
Educational Services	426 / 171	2 : 1	30 days
Construction	5 / 5	1 : 1	27 days
Manufacturing	4 / 3	1 : 1	n/a
Professional, Scientific, and Technical Services	4 / 3	1 : 1	n/a
Retail Trade	2 / 2	1 : 1	n/a
Administrative and Support and Waste Management and Remediation Services	3 / 2	2 : 1	n/a
Information	1 / 1	1 : 1	41 days
Real Estate and Rental and Leasing	2 / 1	2 : 1	n/a
Arts, Entertainment, and Recreation	1 / 1	1 : 1	31 days

Top Specialized Skills

● Frequency in Job Postings ● Frequency in Profiles
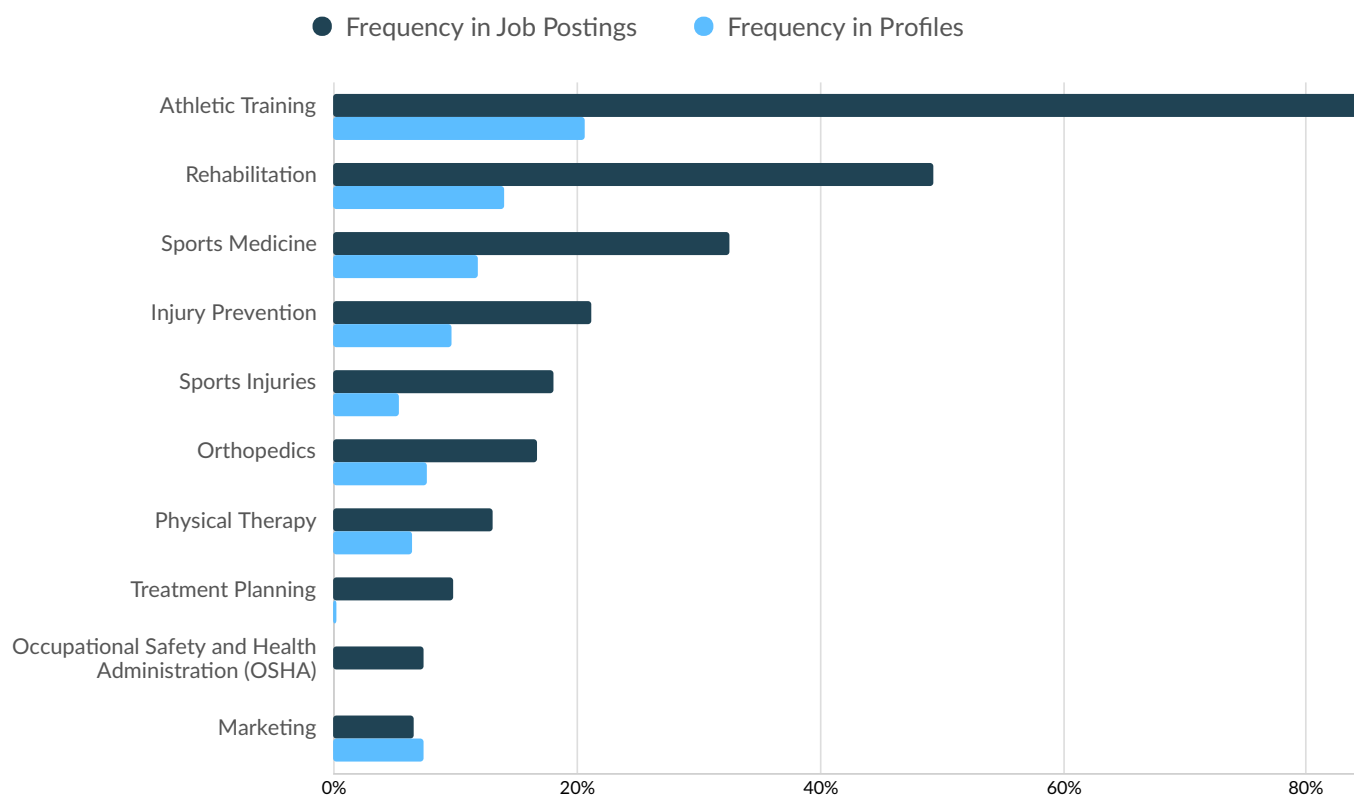
	Postings	% of Total Postings	Profiles	% of Total Profiles
Athletic Training	443	85%	154	21%
Rehabilitation	259	49%	105	14%
Sports Medicine	171	33%	89	12%
Injury Prevention	111	21%	72	10%
Sports Injuries	95	18%	40	5%
Orthopedics	88	17%	57	8%
Physical Therapy	69	13%	48	6%
Treatment Planning	52	10%	2	0%
Occupational Safety and Health Administration (OSHA)	39	7%	0	0%
Marketing	35	7%	55	7%

Top Common Skills

● Frequency in Job Postings   ● Frequency in Profiles
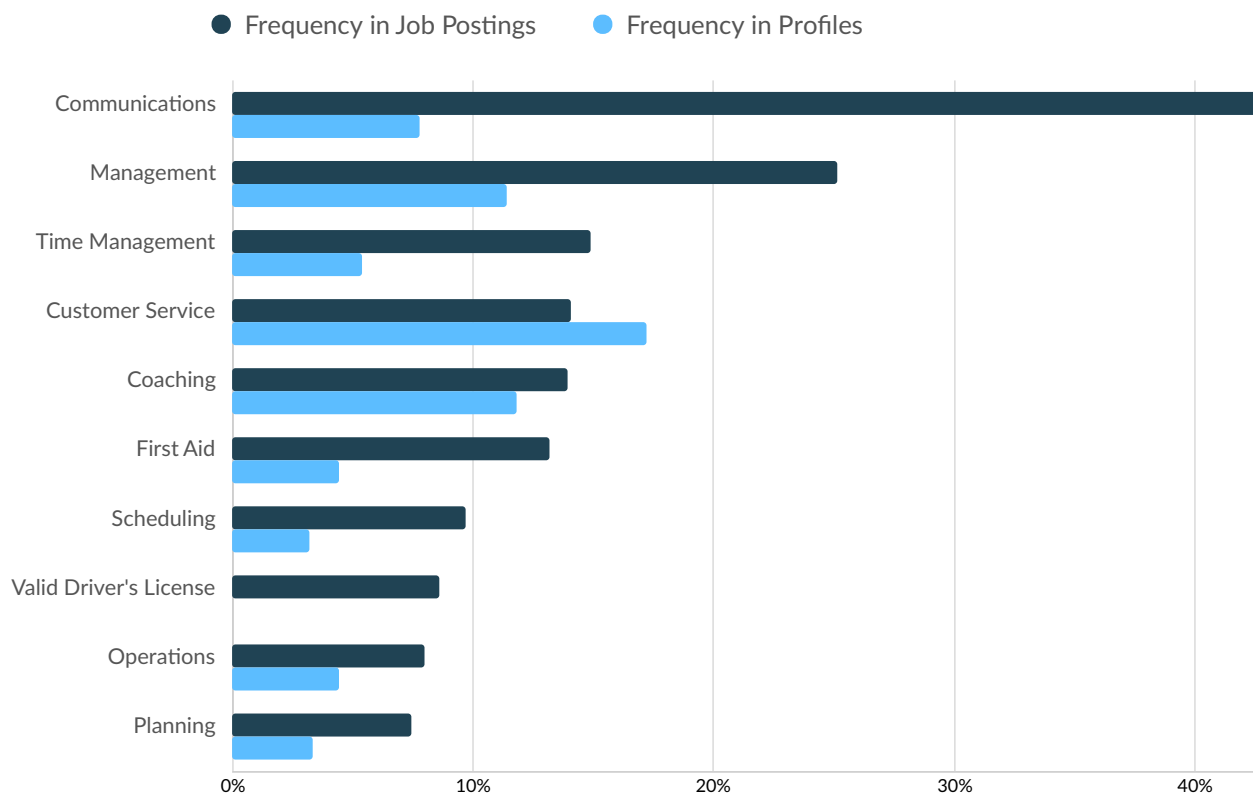
	Postings	% of Total Postings	Profiles	% of Total Profiles
Communications	224	43%	58	8%
Management	132	25%	85	11%
Time Management	78	15%	40	5%
Customer Service	74	14%	128	17%
Coaching	73	14%	88	12%
First Aid	69	13%	33	4%
Scheduling	51	10%	24	3%
Valid Driver's License	45	9%	0	0%
Operations	42	8%	33	4%
Planning	39	7%	25	3%

Top Software Skills

Legend: ● Frequency in Job Postings ● Frequency in Profiles
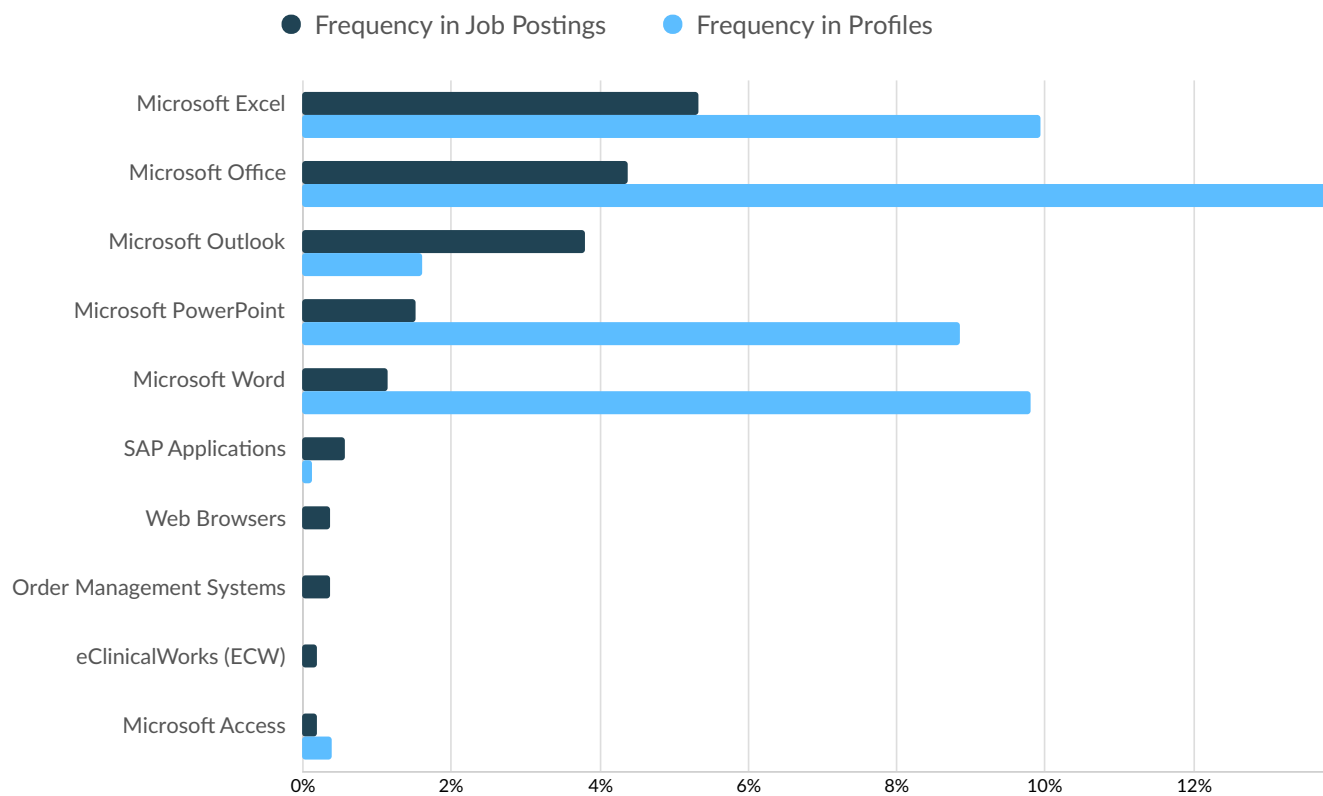
	Postings	% of Total Postings	Profiles	% of Total Profiles
Microsoft Excel	28	5%	74	10%
Microsoft Office	23	4%	103	14%
Microsoft Outlook	20	4%	12	2%
Microsoft PowerPoint	8	2%	66	9%
Microsoft Word	6	1%	73	10%
SAP Applications	3	1%	1	0%
Web Browsers	2	0%	0	0%
Order Management Systems	2	0%	0	0%
eClinicalWorks (ECW)	1	0%	0	0%
Microsoft Access	1	0%	3	0%

Top Qualifications

	Postings with Qualification
10-Hour OSHA General Industry Card	8
American Red Cross (ARC) Certification	5
Automated External Defibrillator (AED) Certification	122
Basic Life Support (BLS) Certification	40
Board Certified/Board Eligible	12
Cardiopulmonary Resuscitation (CPR) Certification	175
Certificate Of Eligibility With Advanced Standing	7
Certified Athletic Trainer	174
CPR/AED For The Professional Rescuer	8
First Aid Certification	57

Appendix A

Top Posting Sources

Website	Postings on Website (Aug 2020 - Dec 2022)
indeed.com	231
simplyhired.com	110
dejobs.org	55
icims.com	39
higheredjobs.com	32
taleo.net	32
latimes.com	28
hercjobs.org	26
jobs.net	18
careerbuilder.com	17
thenewstribune.com	15
glassdoor.com	14
memphis.edu	14
scholarshipdb.net	14
careerjet.com	13
sandiegouniontribune.com	13
disabledperson.com	12
healthcareercenter.com	11
peopleadmin.com	11
ncaa.org	10
nydailynews.com	10
miamiherald.com	9
directjobs.com	8
healthcaresource.com	8
paycomonline.net	8

Appendix B

Sample Postings

Unclassified — Montgomery County Government in Clarksville, TN (Dec 2022 - Acti...

Athletics Groundkeeper

Link to Live Job Posting: www.indeed.com

Location: Clarksville, TN	**O*NET:** 29-9091.00
Company: Montgomery County Government	**Job Title:** Unclassified

Athletics Groundkeeper 109 reviews Clarksville, TN From $20.70 an hour - Full-time Montgomery County Government 109 reviews Read what people are saying about working here. Job details Salary From $20.70 an hour Job Type Full-time Benefits Pulled from the full job description 401(k) Dental insurance Employee assistance program Health insurance Paid time off Vision insurance

Full Job Description Montgomery County Government Position Description Job Title:

Athletic Groundskeeper Department:

Parks and Recreation Class Code:

K Reports To:

Athletics Crew Chief FLSA Status:

Non-exempt Prepared By:

Human Resources Prepared Date:

July2021 •Montgomery County Government adopted the State of Tennessees Hybrid Retirement Plan to be effective January 1, 2017. Any new full-time employee hired on or after January 1, 2017 will be required to enroll. As a member of the Hybrid Plan, you are required to contribute at least 5% of your salary to the defined benefit portion of the Hybrid Plan. Contributions are made on a tax-deferred basis. SUMMARY Responsible for assessing, maintaining and repairing the athletic complexes in Montgomery County Parks Department. Performs preventative maintenance and park maintenance activities to ensure efficient and effective operations in maintaining Montgomery County Parks athletic complexes.

EXPECTATIONS OF EMPLOYEE

Adheres to County Government Policy and Procedures Acts as a role model within and outside the work environment Performs duties as workload necessitates Maintains a positive and respectful attitude Communicates regularly with supervisor about department issues Demonstrates flexible and efficient time management and ability to prioritize workload Demonstrates awareness and understanding of the various internal and external cultures that utilize department services Consistently reports to work on time prepared to perform duties of position Meets County Government productivity and quality standards Maintains appropriate customer relations

ESSENTIAL DUTIES AND RESPONSIBILITIES

include the following. Assist with design, install and maintenance of an irrigation system. Operates large capacity topdressing unit, turf vacuum, bunker rake/infield groomer, paint striping machine, plate compactor, box grader, harley rake, broadcast spreader, contour floating mower, scarifier, drum roller, sod cutter, and turbine blower. Ability to operate large pieces of earth moving equipment in a safe and efficient manner up to but not limited to 40 HP tractor, skid steer, all-terrain vehicle, and all applicable attachments of comparable machinery. Learn

and Interpret public recreation interests, evaluate the facility and adapt to user groups needs. Prepare athletic fields for community and league use to Montgomery County Parks and Recreation expectations. Assisting with the agronomy of athletic field maintenance in the transition zone using Hybrid Bermuda turf of multiple varieties including Latitude 36, Patriot, Tifway 419 and Sahara. Performing athletic skin maintenance using premium ball field clay. This includes using proper techniques to ensure both a safe and playable surface of infield skin, warning tracks, pitching mounds, batter's box, bullpens, and on-deck walkways. Ability to understand the specific dimensions and layout of the following athletic fields: Baseball, Softball, American Football, Soccer, Rugby, Lacrosse and various Special Olympic Events. Overseeding, fertilizing, irrigating, topdressing, verticutting, weed abatement, pest identification, and both deep tine and hollow core aeration of both cool and warm season turf. Keep and maintain an inventory of supplies, tools, and materials. Maintain a fuel log for all vehicles and equipment assigned to the Athletics Division. Assist with planting, maintenance and removal of County owned trees. Works with volunteer groups on County beautification projects. Ability to safely and efficiently operate and maneuver oversized vehicles and attachments up to, but not limited to single axle dump trucks, heavy equipment trailers, and twenty-foot landscape trailers as well as manual transmission equipment and vehicles. Provides support for special events and schedules use of facilities. Wear Personal Protective Equipment as required Provides cleaning of restrooms, park grounds and other park facilities as needed. Position requires working evenings, weekends, special events and some Holidays. Keep designated work station cleaned, organized, and professional at all times. Other duties as assigned

SUPERVISORY RESPONSIBILITIES

This position has no supervisory responsibilities.

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. EDUCATION and/or

EXPERIENCE

High School Diploma (or GED) required. Two years of related experience in athletic field / golf course management preferred or any equivalent combination of education, training and experience, which provides the requisite knowledge, skills, and abilities for this job. SPECIAL KNOWLEDGE and SKILLS This position requires effective oral and written communication skills, excellent interpersonal skills, and intermediate computer literacy.

LANGUAGE SKILLS

Incumbent must possess the ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Incumbent must possess the ability to write reports, business correspondence, and procedure manuals; effectively present information and respond to questions from groups of managers, clients, customers, and the general public.

MATHEMATICAL SKILLS

Incumbent must possess the ability to work with mathematical concepts such as probability and statistical inference, and the ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

REASONING ABILITY

Incumbent must possess the ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Incumbent must possess the ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

CERTIFICATES, LICENSES, REGISTRATIONS

Valid Drivers License

PHYSICAL DEMANDS

While performing the duties of this job, the incumbent is regularly required to sit and talk or hear. The incumbent frequently is required to use hands to finger, handle, or feel; reach with hands and arms. The incumbent is occasionally required to stand, walk, stoop, kneel, crouch, crawl and climb or balance. The incumbent must occasionally lift and/or move up to 100 pounds. Specific vision abilities required by this job include close vision, and ability to adjust focus.

WORK ENVIRONMENT

While performing the duties of this job, the incumbent is regularly exposed to outside weather conditions. The noise level in the work environment is usually moderate. The intent of this position description is to provide a representative summary of duties and responsibilities that will be required of positions given this title and is not a declaration of the specific duties and responsibilities of any particular position. Employees may be assigned job- related tasks other than those specifically presented in this description.

Job Type:

Full-time Pay:

From $20.70 per hour

Benefits:

401(k) Dental insurance Employee assistance program Health insurance Paid time off Vision insurance

Schedule:

8 hour shift

Work Location:

One location Hiring Insights Hiring 1 candidate for this role Job activity Posted Today Report job

Athletic Trainers — University of Memphis in Memphis, TN (Dec 2022 - Active)

Athletic Trainer\nThe University of Memphis\nMemphis, TN

Link to Live Job Posting: www.higheredjobs.com

Location: Memphis, TN	**O*NET:** 29-9091.00
Company: University of Memphis	**Job Title:** Athletic Trainers

Athletic TrainerThe University of MemphisMemphis, TNApply on

Institution's Website Type:

Full-Time

Posted:

12/22/2022

Application Due:

01/03/2023

Category:

Athletics and Coaching; +1

Minimum Qualifications:

Bachelor's degree and two (2) years of experience as a certified Athletic Trainer. Candidates must be CPR/AED/First Aid certified, NATABOC certified, and be licensed in the state of Tennessee (or have the ability to obtain licensure within 90 days of hire). Must possess and maintain a valid driver's license.

Special Conditions:

First consideration will go to current University of Memphis employees. The department is especially interested in candidates with a Master's degree in a related field and experience in a Division I setting.

Hiring Range:

$40,000 - $45,000 per year Equal Opportunity/Affirmative Action Employer

Related Searches:

Athletics and CoachingHealth and Medical ServicesWant to learn more about working for this employer? View Profile AdvertisementCreate your free job search accountReceive new jobs by emailPost your resume/CVTrack your applications

Student-Athlete Mentors — Austin Peay State University in Clarksville, TN (Dec 202...

Associate Director Athletics-Student Athlete Success\nAustin Peay State University\nClarksville, TN

Link to Live Job Posting: www.higheredjobs.com

Location: Clarksville, TN	**O*NET:** 29-9091.00
Company: Austin Peay State University	**Job Title:** Student-Athlete Mentors

Associate Director Athletics-Student Athlete SuccessAustin Peay State UniversityClarksville, TNApply on

Institution's Website Type:

Full-Time

Posted:

12/23/2022

Application Due:

Open Until Filled

Category:

Athletics and Coaching Position Summary The Director of Athletic Academic Services reports directly to the Deputy Director of Athletics for Student Athlete Welfare and is primarily responsible for providing overall academic support services to the APSU Athletic Department student athletes. Austin Peay State University is a four-year public, doctoral-level university, with six colleges and four Chairs of Excellence. The University has an enrollment of over 9,000 students and is located in Clarksville, Tennessee, a community of an estimated 150,287 people located approximately 40 miles northwest of Nashville, TN. Primary Duties and ResponsibilitiesServe as an academic advisor/counselor to student-athletes in assigned sports.Organize and implement academic services programs, particularly through weekly meetings, that closely monitor the academic progress of freshmen, transfers and at-risk student athletes.Implement a monitoring and reporting program for assessing student-athlete course performance.Assist and advise student-athletes each semester during the pre-registration process through monitoring and record keeping of their class schedules for graduation requirements and special athletic needs, such as travel and practice times.Assist student-athletes in selecting and declaring an academic major.Assist coaches in establishing and conducting sport-specific study programs and supervised study sessions for their respective athletes.Serve as campus liaison to faculty and staff, in particular the staffs of the Admissions Office and the Office of the Registrar.Responsible for the direct oversight and management of the Athletics Academic Advising Staff (Full Time academic advisors, interns, and study hall/tutoring monitors).Communicate with coaches and track the admissions status, assessment and pre-registration of all new student-athletes.Assist Director of Compliance with initial eligibility, through NCAA Clearinghouse information and with continuing eligibility status for compliance with NCAA, ASUN and APSU academic standards.Assist student-athletes who have exhausted their eligibility in completing their degree at APSU.Be responsible for academic honor and award materials: review criteria, identify candidates, prepare nomination materials and recommend nominations for submission.Handle overall distribution, management and accounting of departmental textbook program.Plan and implement fall orientation workshops for all entering freshman and transfer student athletes.Assist upperclassmen in all graduation matters, e.g. career counseling, letters of recommendation, post-graduate testing, and application, etc.Assist coaches in the recruitment process of student-athletes by sharing academic information and by meeting prospective student-athletes for campus visits.Assist with on-campus recruitment visits of student-athletes by preliminary assessing their admissions status for APSU and academic eligibility status by NCAA standards.Coordinate Academic Honors and Graduation receptions.Coordinate Mentor Program.Research, solicit, and secure grants to assist in the funding of the Athletics Academic Services unit.Perform other job-related

Mentor Program.Research, solicit, and secure grants to assist in the funding of the Athletics Academic Services unit.Perform other job-related duties as assigned.Knowledge, Skills, and AbilitiesAbility to efficiently operate a personal computer and associated software (Outlook, Word, Excel, etc.) and SungardHE Banner.Ability to communicate effectively and appropriately.Ability to maintain confidentiality of records and information.Ability to interact in an effective and appropriate manner with diverse populations, the University community and the public.Ability to maintain files accurately, in paper and in software programs.Ability to handle multiple tasks simultaneously.Ability to effectively supervise personnel and complete all associated personnel actions in a timely and accurate manner.Ability to demonstrate effective athletic personnel and programmatic administration, leadership and supervisory skills and strategies.Ability to relate to student athletes, coaches, administrators, faculty and parents.Ability to interpret and adhere to NCAA Rules, APSU Academic Standards and the Family Educational Rights and Privacy Act of 1974.Ability to work some nights and weekends.Ability to meet the needs of student athletes experiencing adjustment or academic difficulties.Ability to monitor continuing eligibility and satisfactory progress of student-athletes each semester/term using APR, NCAA and University guidelines.Required Minimum QualificationsBachelor's degree.Proven experience in athletic academic advising on the intercollegiate level.A background check will be required of the successful applicant.An official transcript and names, addresses and phone numbers of three (3) references will be required for the successful applicant.Austin Peay State University is an AA/EEO employer and does not discriminate on the basis of race, color, creed, ethnic or national origin, gender (including pregnancy), sexual orientation/gender identity, religion, age, disability status, genetic information, and/or veteran status in its programs and activities. Inquiries or complaints regarding the non-discrimination policies should be directed to the Office of Equal Opportunity and Affirmative Action at Nondiscrimination@apsu.edu.

Related Searches:

Athletics and CoachingWant to learn more about working for this employer? View Profile AdvertisementCreate your free job search accountReceive new jobs by emailPost your resume/CVTrack your applications

Student-Athlete Mentors — Austin Peay State University in Clarksville, TN (Dec 202...

Associate Director Athletics-Student Athlete Success

Link to Live Job Posting: Posting is no longer active

Location: Clarksville, TN

O*NET: 29-9091.00

Company: Austin Peay State University

Job Title: Student-Athlete Mentors

Associate Director Athletics-Student Athlete Success 175 reviews 601 College St, Clarksville, TN 37044 Full-time Austin Peay State University 175 reviews Read what people are saying about working here. Job details Job Type Full-time Indeed's salary guide Not provided by employer $43.2K - $54.7K a year is Indeed's estimated salary for this role in Clarksville, TN. Full Job Description The Director of Athletic Academic Services reports directly to the Deputy Director of Athletics for Student Athlete Welfare and is primarily responsible for providing overall academic support services to the APSU Athletic Department student athletes. Austin Peay State University is a four-year public, doctoral-level university, with six colleges and four Chairs of Excellence. The University has an enrollment of over 9,000 students and is located in Clarksville, Tennessee, a community of an estimated 150,287 people located approximately 40 miles northwest of Nashville, TN. Primary Duties and Responsibilities Serve as an academic advisor/counselor to student-athletes in assigned sports. Organize and implement academic services programs, particularly through weekly meetings, that closely monitor the academic progress of freshmen, transfers and at-risk student athletes. Implement a monitoring and reporting program for assessing student-athlete course performance. Assist and advise student-athletes each semester during the pre-registration process through monitoring and record keeping of their class schedules for graduation requirements and special athletic needs, such as travel and practice times. Assist student-athletes in selecting and declaring an academic major. Assist coaches in establishing and conducting sport-specific study programs and supervised study sessions for their respective athletes. Serve as campus liaison to faculty and staff, in particular the staffs of the Admissions Office and the Office of the Registrar. Responsible for the direct oversight and management of the Athletics Academic Advising Staff (Full Time academic advisors, interns, and study hall/tutoring monitors). Communicate with coaches and track the admissions status, assessment and pre-registration of all new student-athletes. Assist Director of Compliance with initial eligibility, through NCAA Clearinghouse information and with continuing eligibility status for compliance with NCAA, ASUN and APSU academic standards. Assist student-athletes who have exhausted their eligibility in completing their degree at APSU. Be responsible for academic honor and award materials: review criteria, identify candidates, prepare nomination materials and recommend nominations for submission. Handle overall distribution, management and accounting of departmental textbook program. Plan and implement fall orientation workshops for all entering freshman and transfer student athletes. Assist upperclassmen in all graduation matters, e.g. career counseling, letters of recommendation, post-graduate testing, and application, etc. Assist coaches in the recruitment process of student-athletes by sharing academic information and by meeting prospective student-athletes for campus visits. Assist with on-campus recruitment visits of student-athletes by preliminary assessing their admissions status for APSU and academic eligibility status by NCAA standards. Coordinate Academic Honors and Graduation receptions. Coordinate Mentor Program. Research, solicit, and secure grants to assist in the funding of the Athletics Academic Services unit. Perform other job-related duties as assigned. Knowledge, Skills, and Abilities Ability to efficiently operate a personal computer and associated software (Outlook, Word, Excel, etc.) and SungardHE Banner. Ability to communicate effectively and appropriately. Ability to maintain confidentiality of records and information. Ability to interact in an effective and appropriate manner with diverse populations, the University community and the public. Ability to maintain files accurately, in paper and in software programs. Ability to handle multiple tasks simultaneously. Ability to effectively supervise personnel and complete all associated personnel actions in a timely and accurate manner. Ability to demonstrate effective athletic personnel and programmatic administration, leadership and supervisory skills and strategies. Ability to relate to student athletes, coaches, administrators, faculty and parents. Ability to interpret and adhere to NCAA Rules, APSU Academic Standards and the Family Educational Rights and Privacy Act of 1974. Ability to work some nights and weekends. Ability to meet the needs of student athletes experiencing adjustment or academic difficulties. Ability to monitor continuing eligibility and satisfactory progress of student-athletes each semester/term using APR, NCAA and University guidelines.

Physical Requirements Sedentary:

Exerting up to 10 pounds of force occasionally and/or a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects. Required Minimum Qualifications Bachelors degree. Proven experience in athletic academic advising on the intercollegiate level. A background check will be required of the successful applicant. An official transcript and names, addresses and phone numbers of three (3) references will be required for the successful applicant. Posting Detail Information Open Date 12/22/2022 Close Date Open Until Filled Yes Special Instructions to Applicants An official transcript will be required of the selected candidate before the candidate will be offered a position. You will not be able to attach the transcript or modify your application after it has been submitted. Hiring Insights Job activity Posted Just posted Austin Peay State University Report job

Certified Athletic Trainers — Unclassified in Chattanooga, TN (Dec 2022 - Jan 2023)

Certified Athletic Trainer (Chattanooga Red Wolves SC)

Link to Live Job Posting: Posting is no longer active

Location: Chattanooga, TN	**O*NET:** 29-9091.00
Company: Unclassified	**Job Title:** Certified Athletic Trainers

Certified Athletic Trainer (Chattanooga Red Wolves SC) 16 reviews Chattanooga, TN 37404 Full-time Center for Sports Medicine & Orthopaedics 16 reviews Read what people are saying about working here. Job details Job Type Full-time Indeed's salary guide Not provided by employer $43.9K - $55.6K a year is Indeed's estimated salary for this role in Chattanooga, TN. Full Job Description The Center for Sports Medicine and Orthopaedics is looking for a full-time Athletic Trainer to work with the Chattanooga Red Wolves SC in Chattanoog, TN. If you have your BS in athletic training, NATA certification, current certification in state and want to work for the company named 2022 Winner for Best of the Best in Orthopaedics, this position is for you. We are Chattanooga's leading provider of multi-specialty orthopaedic care and offer advanced sports medicine, orthopaedics, surgery, physical and occupational therapy and sports training. Quite simply, if it has to do with orthopaedics, we do it. Since life happens in motion, our team is committed to getting those with orthopaedic needs back to doing what they love. Working on our team of Athletic Trainers will give you the opportunity to give high levels of customer service, interact with elite athletes and collaborate with soccer professionals. We prefer one year of experience in a medical practice setting and 800 clinical hours as required by NATA. We are looking for someone who is interested in: a full-time position working with soccer athletes assisting in injury diagnosis, treatment and rehabilitation communicating and giving emotional reassurance to athletes, families and coaches Interested? Complete our quick three-minute application. Once the review of resumes is complete, a hiring manager will be in contact should an interview need to be scheduled. Hiring Insights Job activity Posted 1 day ago Center for Sports Medicine & Orthopaedics If you require alternative methods of application or screening, you must approach the employer directly to request this as Indeed is not responsible for the employer's application process. Report job

Appendix C - Data Sources and Calculations

Lightcast Job Postings

Job postings are collected from various sources and processed/enriched to provide information such as standardized company name, occupation, skills, and geography.

Occupation Data

Emsi occupation employment data are based on final Emsi industry data and final Emsi staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates are also affected by county-level Emsi earnings by industry.

State Data Sources

This report uses state data from the following agencies: Tennessee Department of Labor & Workforce Development

Athletic Trainers
in Tennessee

Contents

What is Lightcast Data?

Lightcast data is a hybrid dataset derived from official government sources such as the US Census Bureau, Bureau of Economic Analysis, and Bureau of Labor Statistics. Leveraging the unique strengths of each source, our data modeling team creates an authoritative dataset that captures more than 99% of all workers in the United States. This core offering is then enriched with data from online social profiles, resumés, and job postings to give you a complete view of the workforce.

Lightcast data is frequently cited in major publications such as *The Atlantic*, *Forbes*, *Harvard Business Review*, *The New York Times*, *The Wall Street Journal*, and *USA Today*.

Lightcast   Occupation Overview

Report Parameters

1 Occupation

29-9091	Athletic Trainers

1 State

47	Tennessee

Class of Worker

QCEW Employees, Non-QCEW Employees, and Self-Employed

The information in this report pertains to the chosen occupation and geographical area.

Lightcast   Occupation Overview

Executive Summary

Average Job Posting Demand Over a Deep Supply of Regional Jobs

822
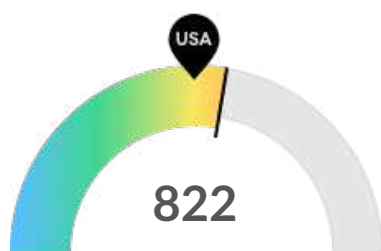
Jobs (2019)

Tennessee is a hotspot for this kind of job. The national average for an area this size is 707* employees, while there are 822 here.

$47,812

Compensation

Earnings are about average in Tennessee. The national median salary for Athletic Trainers is $48,485, compared to $47,812 here.

17
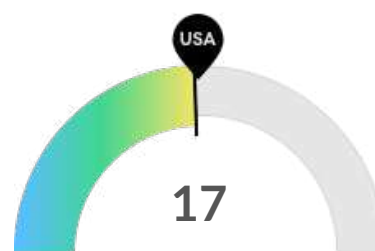
Job Posting Demand

Job posting activity is about average in Tennessee. The national average for an area this size is 18* job postings/mo, while there are 17 here.

*National average values are derived by taking the national value for Athletic Trainers and scaling it down to account for the difference in overall workforce size between the nation and Tennessee. In other words, the values represent the national average adjusted for region size.

![Lightcast] **Occupation Overview**

Jobs

Regional Employment Is Higher Than the National Average

An average area of this size typically has 707* jobs, while there are 822 here. This higher than average supply of jobs may make it easier for workers in this field to find employment in your area.
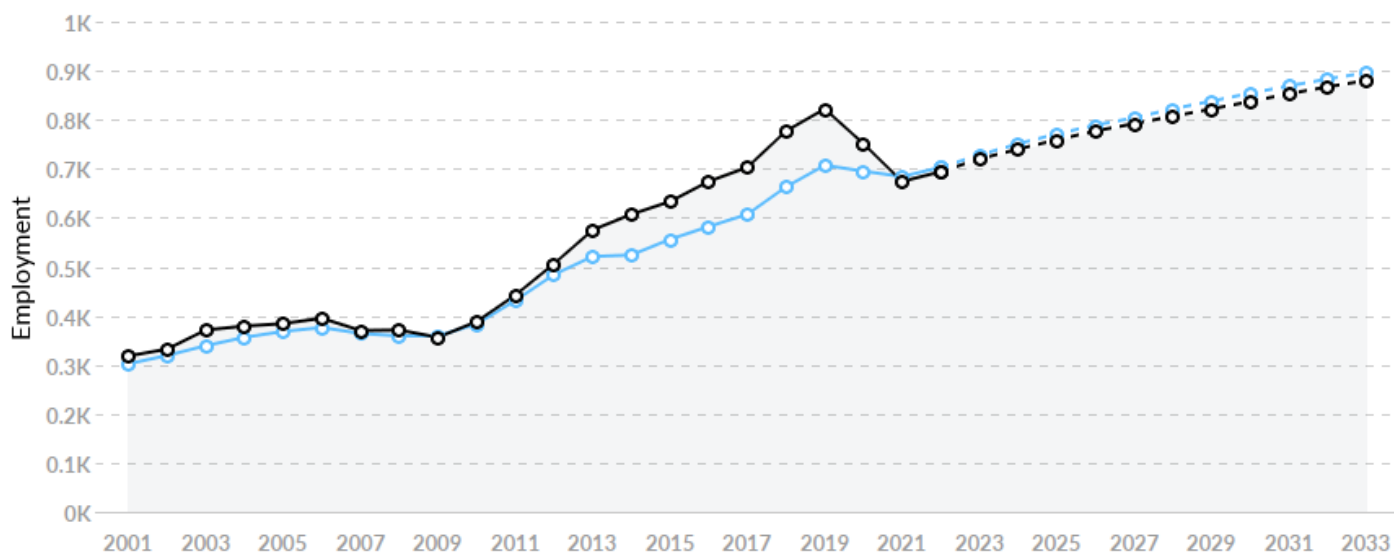
	Region	2019 Jobs	2023 Jobs	Change	% Change
●	Tennessee	822	720	-101	-12.3%
●	National Average	707	728	21	3.0%

*National average values are derived by taking the national value for Athletic Trainers and scaling it down to account for the difference in overall workforce size between the nation and Tennessee. In other words, the values represent the national average adjusted for region size.

Lightcast   Occupation Overview

Regional Breakdown
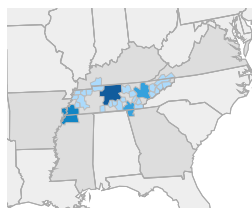
MSA	2019 Jobs
Nashville-Davidson--Murfreesboro--Franklin, TN	385
Memphis, TN-MS-AR	159
Knoxville, TN	100
Chattanooga, TN-GA	71
Jackson, TN	25

Most Jobs are Found in the Offices of Other Health Practitioners Industry Sector

Industry	% of Occupation in Industry (2019)
Offices of Other Health Practitioners	17.1%
General Medical and Surgical Hospitals	16.5%
Colleges, Universities, and Professional Schools	13.2%
Education and Hospitals (Local Government)	11.1%
Offices of Physicians	11.0%
Education and Hospitals (State Government)	10.2%
Other	20.8%

Compensation

Regional Compensation Is 1% Lower Than National Compensation

For Athletic Trainers, the 2021 median wage in Tennessee is $47,812, while the national median wage is $48,485.

Lightcast   Occupation Overview
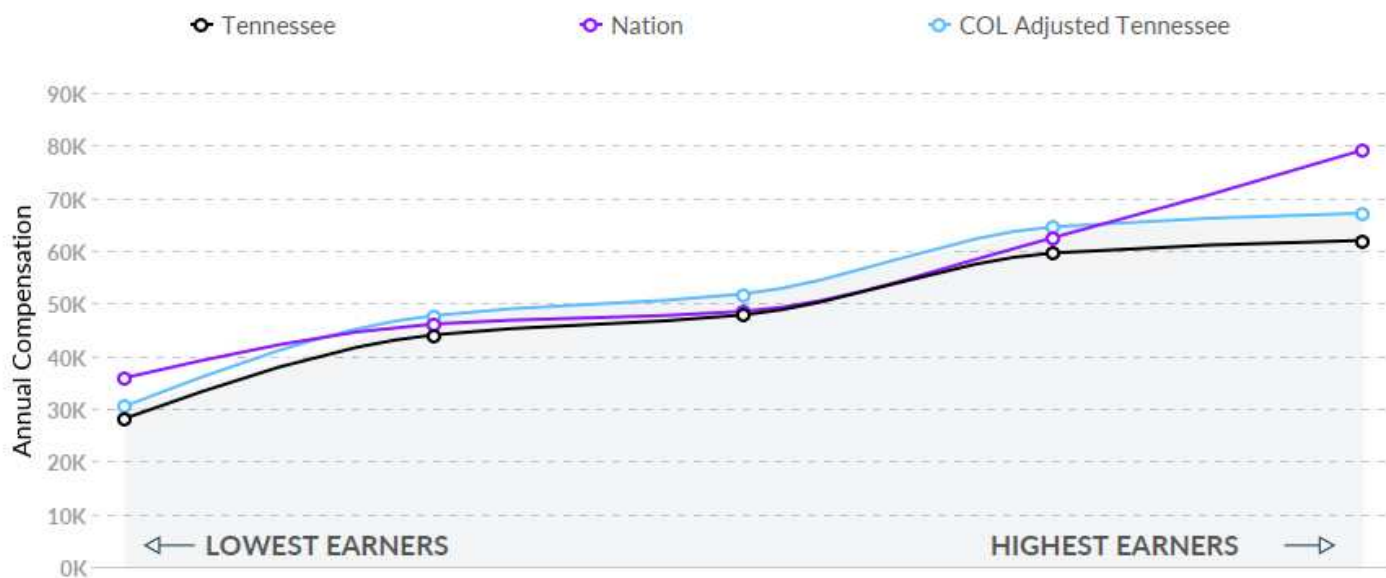
Job Posting Activity

843 Unique Job Postings

The number of unique postings for this job from Jan 2019 to Jan 2023.

114 Employers Competing

All employers in the region who posted for this job from Jan 2019 to Jan 2023.

30 Day Median Duration

Posting duration is 2 days longer than what's typical in the region.
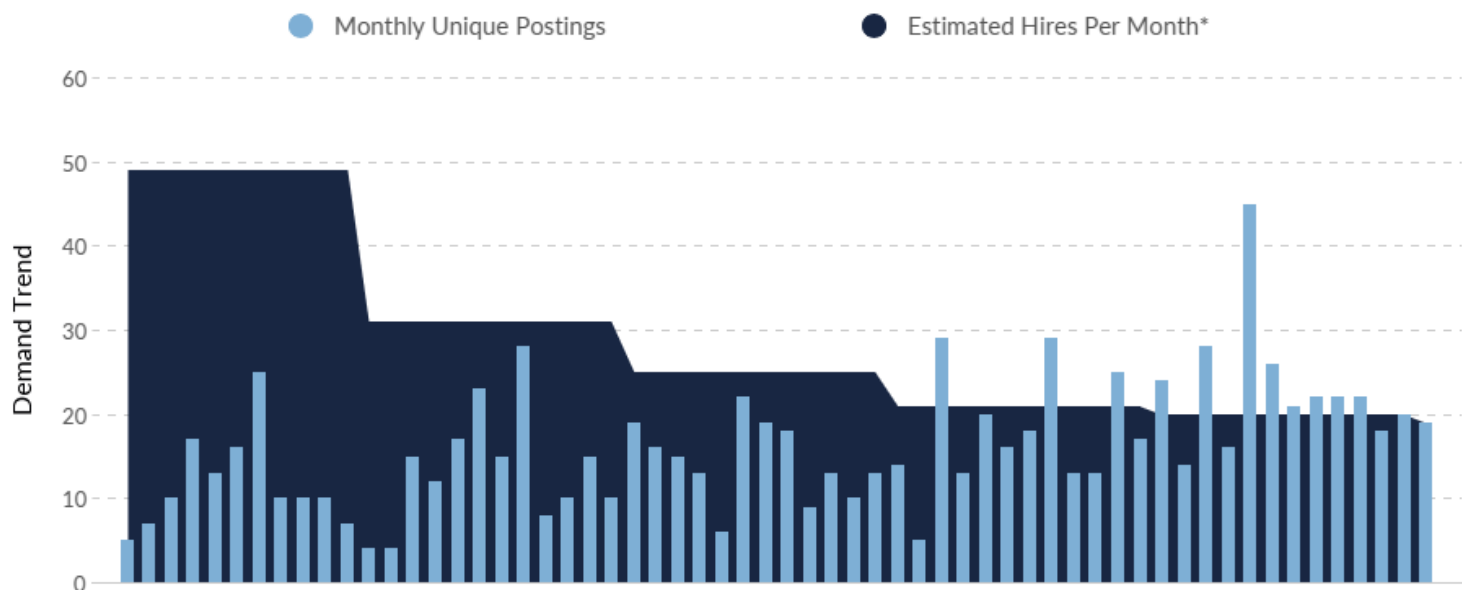
Occupation	Avg Monthly Postings (Jan 2019 - Jan 2023)	Avg Monthly Hires (Jan 2019 - Jan 2023)
Athletic Trainers	17	24

*A hire is reported by the Quarterly Workforce Indicators when an individual's Social Security Number appears on a company's payroll and was not there the quarter before. Lightcast hires are calculated using a combination of Lightcast jobs data, information on separation rates from the Bureau of Labor Statistics (BLS), and industry-based hires data from the Census Bureau.

Lightcast   Occupation Overview

Top Companies	Unique Postings		Top Job Titles	Unique Postings
Vanderbilt University	88	▬	Athletic Trainers	402 ▬▬▬
University of Tennessee	47	▬	Certified Athletic Trainers	136 ▬
Covenant Health	41	▬	Assistant Athletic Trainers	125 ▬
LifePoint Health	39	▬	On-Site Industrial Athletic Traine...	32 ▪
Progressivehealth	33	▬	Physical Therapists/Athletic Trai...	24 ▪
BenchMark Rehab Partners	22	▬	Outreach Athletic Trainers	22 ▪
University of Memphis	22	▬	Head Athletic Trainers	21 ▪
Select Medical	20	▬	Athletics Directors	19 ▪
Star Pt	18	▬	Directors of Athletic Developme...	9 ▪
Williamson Medical Center	16	▬	Athletic Trainers Physician Exten...	5 ▪

Lightcast   Occupation Overview

Top Specialized Skills

● Frequency in Job Postings   ● Frequency in Profiles
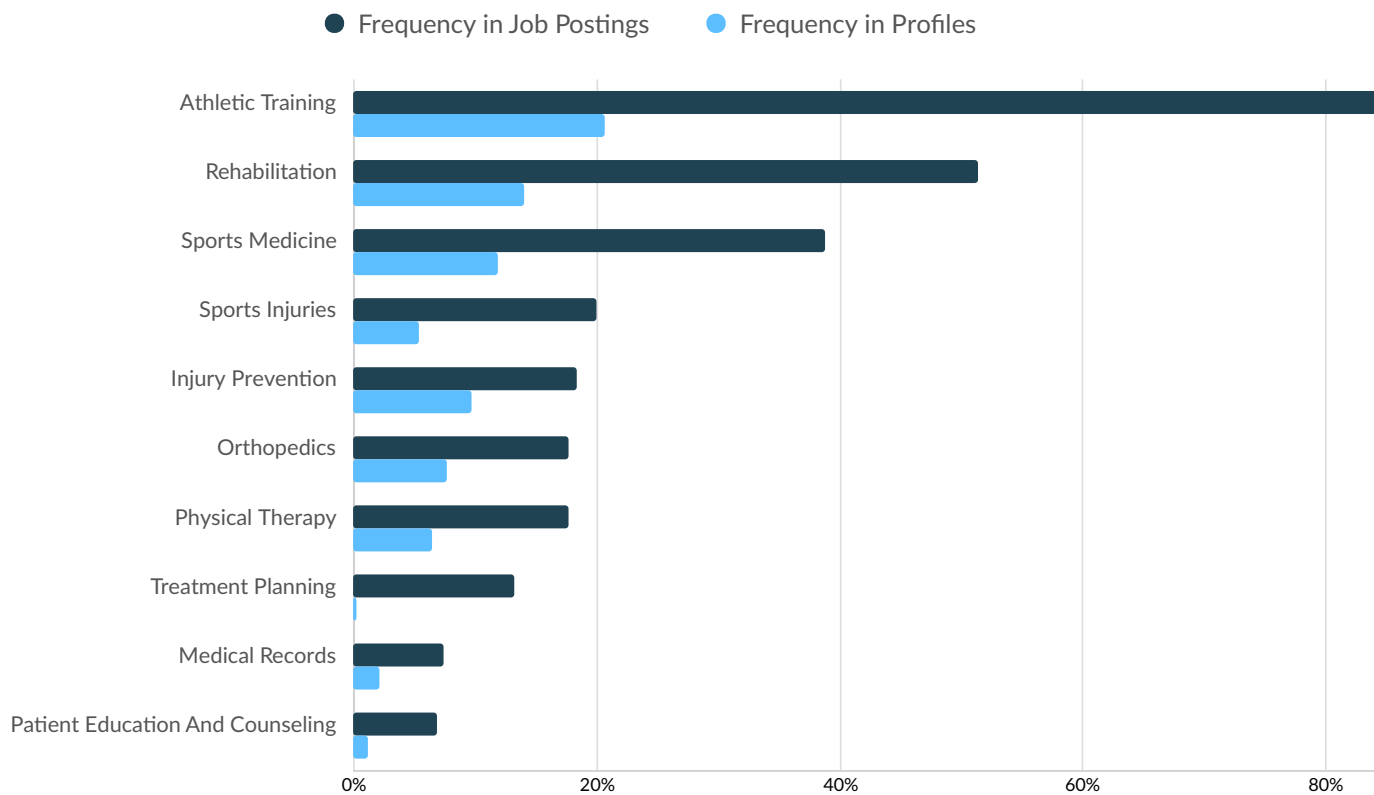
Skills	Postings	% of Total Postings	Profiles	% of Total Profiles
Athletic Training	713	85%	154	21%
Rehabilitation	434	51%	105	14%
Sports Medicine	327	39%	89	12%
Sports Injuries	169	20%	40	5%
Injury Prevention	155	18%	72	10%
Orthopedics	149	18%	57	8%
Physical Therapy	149	18%	48	6%
Treatment Planning	112	13%	2	0%
Medical Records	63	7%	16	2%
Patient Education And Counseling	58	7%	9	1%

Lightcast   Occupation Overview

Top Common Skills

● Frequency in Job Postings   ● Frequency in Profiles
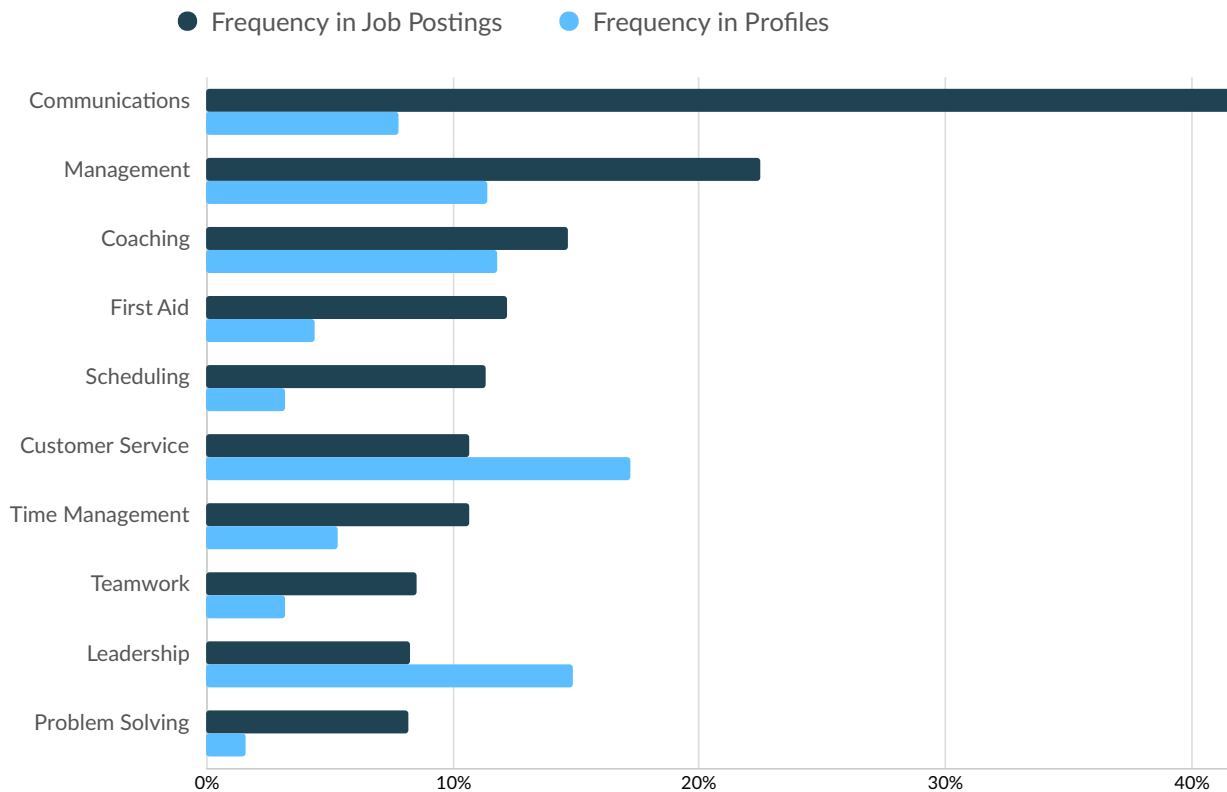
Skills	Postings	% of Total Postings	Profiles	% of Total Profiles
Communications	352	42%	58	8%
Management	190	23%	85	11%
Coaching	124	15%	88	12%
First Aid	103	12%	33	4%
Scheduling	96	11%	24	3%
Customer Service	90	11%	128	17%
Time Management	90	11%	40	5%
Teamwork	72	9%	24	3%
Leadership	70	8%	111	15%
Problem Solving	69	8%	12	2%

Top Software Skills

● Frequency in Job Postings   ● Frequency in Profiles
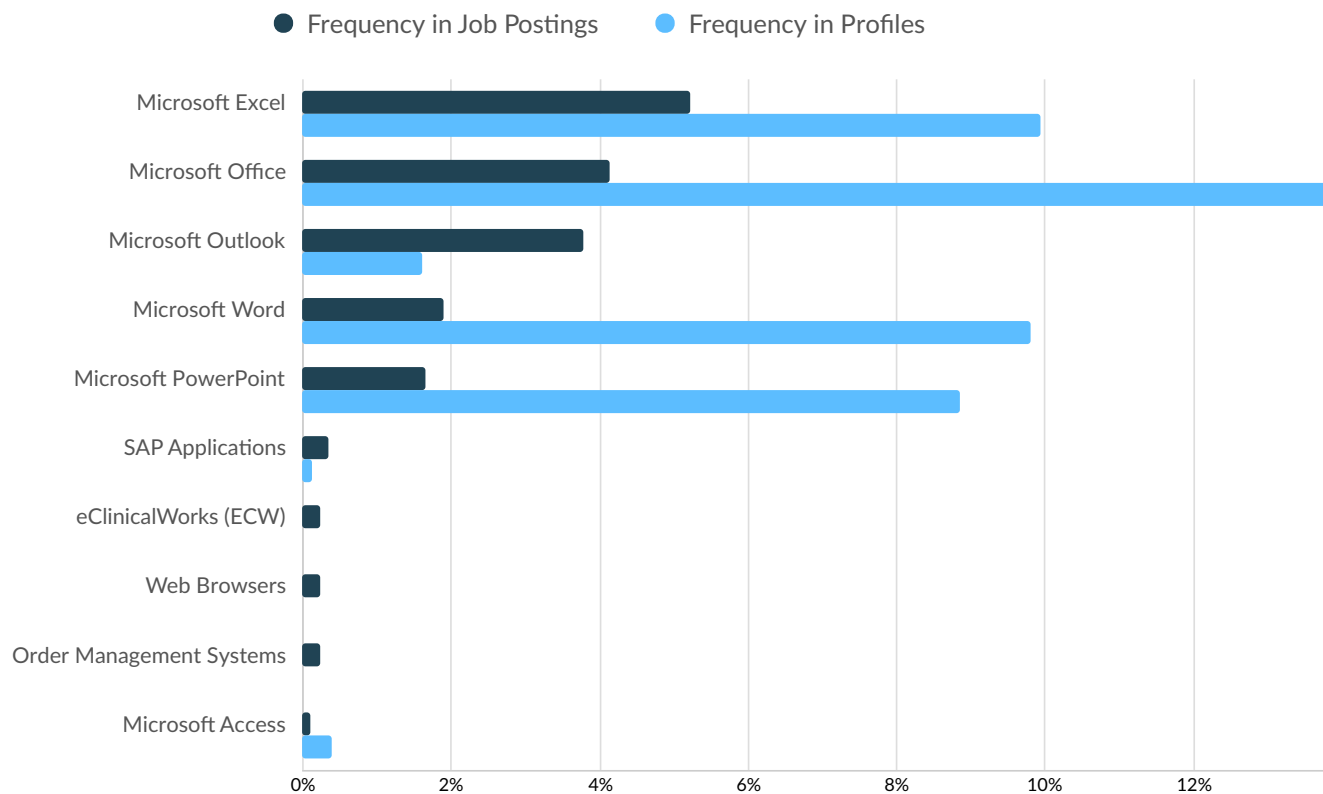
Skills	Postings	% of Total Postings	Profiles	% of Total Profiles
Microsoft Excel	44	5%	74	10%
Microsoft Office	35	4%	103	14%
Microsoft Outlook	32	4%	12	2%
Microsoft Word	16	2%	73	10%
Microsoft PowerPoint	14	2%	66	9%
SAP Applications	3	0%	1	0%
eClinicalWorks (ECW)	2	0%	0	0%
Web Browsers	2	0%	0	0%
Order Management Systems	2	0%	0	0%
Microsoft Access	1	0%	3	0%

Lightcast   Occupation Overview

Demographics

Retirement Risk Is About Average, While Overall Diversity Is Low

Retiring Soon

119
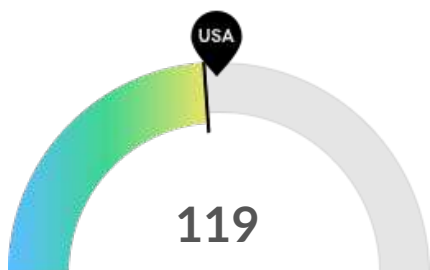
Retirement risk is about average in Tennessee. The national average for an area this size is 127* employees 55 or older, while there are 119 here.
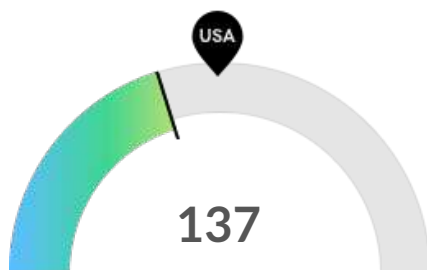
Racial Diversity

137

Racial diversity is low in Tennessee. The national average for an area this size is 184* racially diverse employees, while there are 137 here.
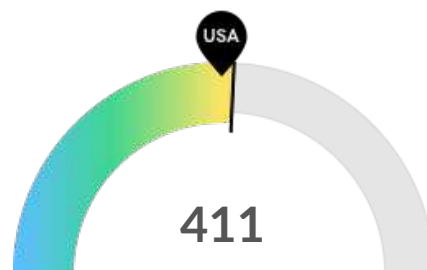
Gender Diversity

411

Gender diversity is about average in Tennessee. The national average for an area this size is 393* female employees, while there are 411 here.

*National average values are derived by taking the national value for Athletic Trainers and scaling it down to account for the difference in overall workforce size between the nation and Tennessee. In other words, the values represent the national average adjusted for region size.

Occupation Age Breakdown

		% of Jobs	Jobs
●	14-18	1.7%	12
●	19-24	11.0%	76
●	25-34	32.1%	223
●	35-44	22.8%	158
●	45-54	15.3%	107
●	55-64	12.3%	86
●	65+	4.8%	33

Lightcast   Occupation Overview
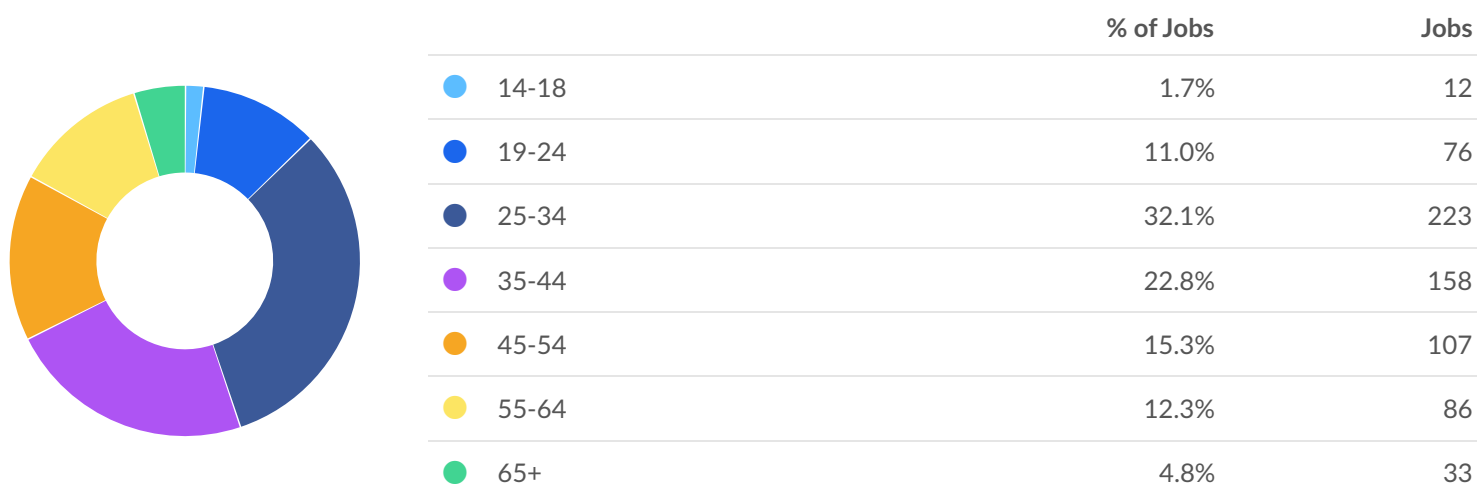
Occupation Race/Ethnicity Breakdown
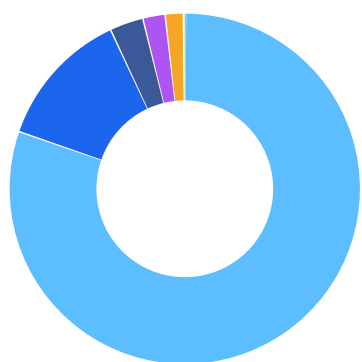
		% of Jobs	Jobs
●	White	80.2%	557
●	Black or African American	12.8%	89
●	Hispanic or Latino	3.1%	22
●	Two or More Races	2.1%	14
●	Asian	1.7%	12
●	American Indian or Alaska Native	0.2%	1
●	Native Hawaiian or Other Pacific Islander	0.0%	0

Occupation Gender Breakdown

		% of Jobs	Jobs
●	Males	40.8%	283
●	Females	59.2%	411

National Educational Attainment
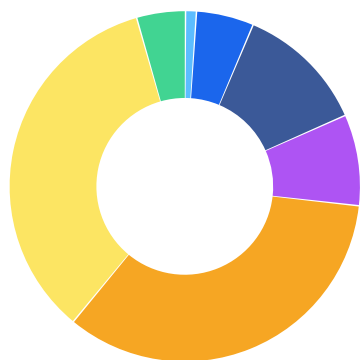
		% of Jobs
●	Less than high school diploma	1.0%
●	High school diploma or equivalent	5.3%
●	Some college, no degree	12.0%
●	Associate's degree	8.4%
●	Bachelor's degree	34.2%
●	Master's degree	34.6%
●	Doctoral or professional degree	4.5%

Lightcast   Occupation Overview

Occupational Programs

7 Programs

Of the programs that can train for this job, 7 have produced completions in the last 5 years.

1,993 Completions (2021)

The completions from all regional institutions for all degree types.

69 Openings (2021)

The average number of openings for an occupation in the region is 657.

CIP Code	Top Programs	Completions (2021)	
31.0505	Exercise Science and Kinesiology	1,270	
31.0501	Sports, Kinesiology, and Physical Education/Fitness, General	648	
51.0913	Athletic Training/Trainer	37	
31.0508	Sports Studies	18	
51.0999	Allied Health Diagnostic, Intervention, and Treatment Profe...	15	
31.0507	Physical Fitness Technician	4	
31.0599	Sports, Kinesiology, and Physical Education/Fitness, Other	1	

Lightcast   Occupation Overview

Top Schools	Completions (2021)	
University of Memphis	456	
The University of Tennessee-Knoxville	241	
The University of Tennessee-Chattanooga	224	
Austin Peay State University	182	
Middle Tennessee State University	152	
East Tennessee State University	121	
Tennessee Technological University	108	
The University of Tennessee-Martin	94	
Cumberland University	55	
Tennessee State University	54	

Lightcast   Occupation Overview

Appendix A

Athletic Trainers (SOC 29-9091):

Evaluate and treat musculoskeletal injuries or illnesses. Provide preventive, therapeutic, emergency, and rehabilitative care.

Excludes Physical Therapists (29-1123).

Sample of Reported Job Titles:
Athletic Trainer
Resident Athletic Trainer
Certified Athletic Trainer
Women's Athletic Trainer
Personal Trainer
Athletic Lecturer
Athletic Instructor
Sports Trainer
Sports Medicine Trainer
Sports Athletic Trainer

Related O*NET Occupation:
Athletic Trainers (29-9091.00)

Athletic Training/Trainer (51.0913)

Contents

About Lightcast

Lightcast is a labor market analytics firm that is passionate about providing meaningful data for colleges and their students.

Our data is trusted by a breadth of users including researchers at colleges and universities, economic development organizations, and Fortune 500 companies.

Lightcast data offers a three-pronged approach to labor market information:

1. Our traditional LMI combines dozens of government sources from agencies like the Bureau of Economic Analysis, U.S. Census Bureau, and Bureau of Labor Statistics into one dataset that details industries, occupations, demographics, academic programs, and more.

2. Lightcast's job posting analytics give a real-time look into the needs of employers in today's labor market. Each month, millions of postings are scraped from employer sites and job boards, de-duplicated, and compiled into an actionable dataset.

3. Lightcast also leverages workforce profiles—an innovative database of more than 100 million resumés and professional profiles that are aggregated from the open web. These profiles unify information for workers—such as education, employment history, skills, and more—to reveal robust detail on what is happening in today's workforce.

Together, these data related to labor market demand, relevant skills, and the competitive landscape help colleges and universities make informed decisions about their program offerings.

Program Definition

Institution:

Code	Description
219602	Austin Peay State University

Program in Question:

Code	Description
51.0913	Athletic Training/Trainer

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Competitive Landscape

Institution Sectors:

Description		Description	
Administrative Unit Only		Private not-for-profit, 2-year	
Public, 4-year or above		Private for-profit, 2-year	
Private not-for-profit, 4-year or above		Public, less-than-2-year	
Private for-profit, 4-year or above		Private not-for-profit, less-than-2-year	
Public, 2-year		Private for-profit, less-than-2-year	

Education Levels:

Description
Bachelor's Degree

Program Type:

Description	Description
Distance Offered (Includes Hybrid & Mixed Modality Programs)	Non-Distance Offered Programs

Region:

Code	Description
47	Tennessee

Student Charges Type: Tuition & Fees

Student Charges Grad Status: Undergraduate

Student Charges Residency: In-State

Lightcast   Program Development & Review

Program Overview

15
Completions

	Completions (2021)	% Completions	Institutions (2021)	% Institutions
All Programs	15	100%	3	100%
Distance Offered Programs	0	0%	0	0%
Non-Distance Offered Programs	15	100%	3	100%

Completions by Institution

Institution	Bachelor's Degree Completions (2021)	Growth % YOY (2021)	Market Share (2021)	IPEDS Tuition & Fees (2021)	Completions Trend (2017-2021)
Union University	7	75.0%	46.7%	$16,520	
Middle Tennessee State University	6	-33.3%	40.0%	$9,232	
Cumberland University	2	-60.0%	13.3%	$25,412	

Lightcast Program Development & Review

Regional Trends
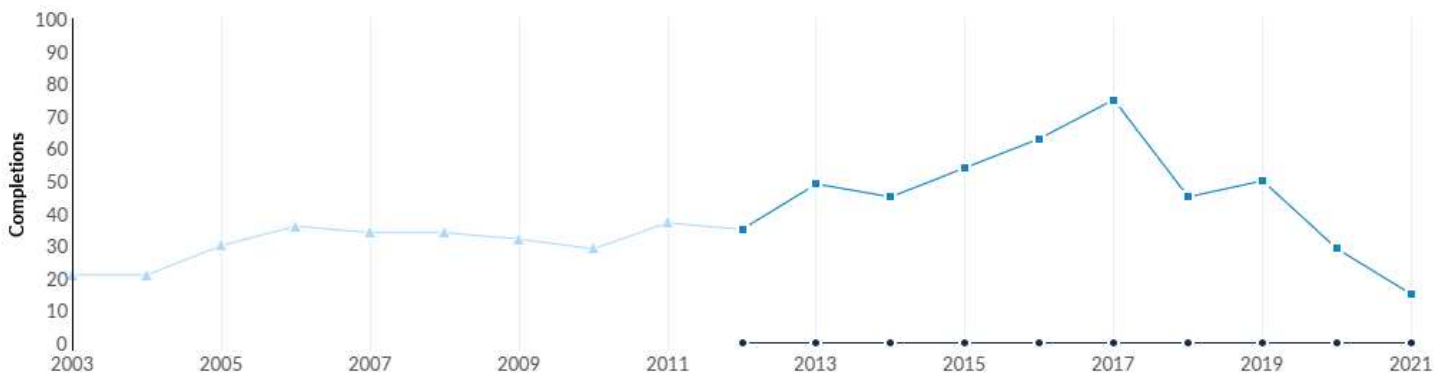
		2012 Completions	2021 Completions	% Change
●	Distance Offered Programs	0	0	0.0%
■	Non-Distance Offered Programs	35	15	-57.1%
▲	All Programs	35	15	-57.1%

Labor Market Demand

Labor Market Area Selection:

Code	Description
47	Tennessee

Target Occupations:

Code	Description
29-9091	Athletic Trainers

Degree Levels: Any

Completions Year (default): 2021

Jobs Year (default): 2022

Lightcast   Program Development & Review

Target Occupations

694	+14.1%	$22.99/hr $47.8K/yr	66
Jobs (2022)	% Change (2022-2027)	Median Earnings	Annual Openings
1% below National average	Nation: +11.8%	Nation: $23.31/hr; $48.5K/yr	

Occupation	2022 Jobs	Annual Openings	Median Earnings	Growth (2022 - 2027)
Athletic Trainers	694	66	$22.99/hr	+14.12%

Regional Trends
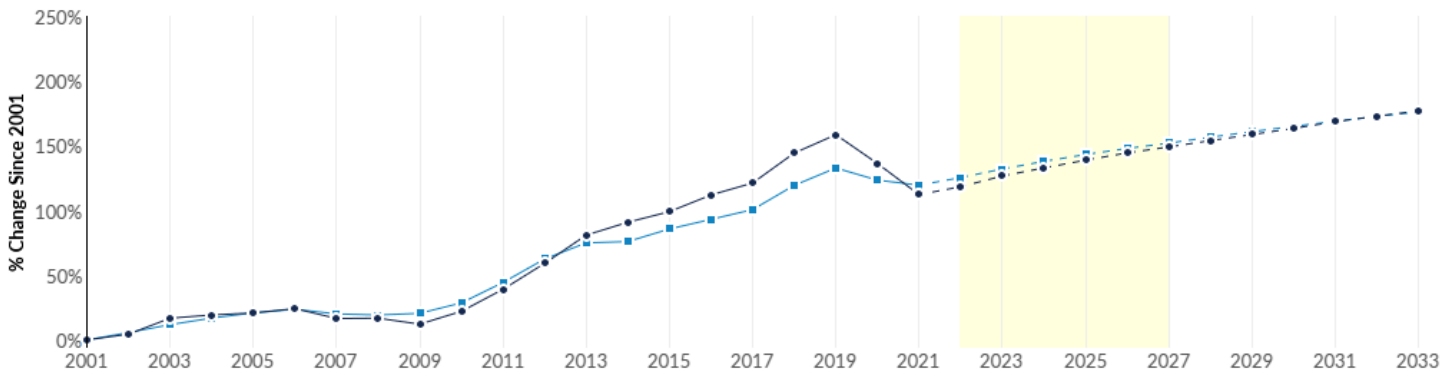
Region		2022 Jobs	2027 Jobs	Change	% Change
● Region		694	792	98	14.1%
■ Nation		33,314	37,251	3,937	11.8%

Lightcast Program Development & Review

Occupation Gender Breakdown

	Gender	2022 Jobs	2022 Percent	
●	Males	283	40.8%	▬
●	Females	411	59.2%	▬▬

Occupation Age Breakdown

	Age	2022 Jobs	2022 Percent	
●	14-18	12	1.7%	▪
●	19-24	76	11.0%	▪
●	25-34	223	32.1%	▬
●	35-44	158	22.8%	▬
●	45-54	107	15.3%	▪
●	55-64	86	12.3%	▪
●	65+	33	4.8%	▪

![Lightcast] Program Development & Review

Occupation Race/Ethnicity Breakdown
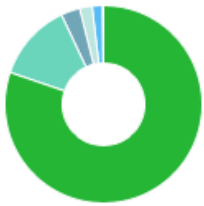
	Race/Ethnicity	2022 Jobs	2022 Percent	
🟢	White	557	80.2%	▬▬▬▬▬▬
🟢	Black or African American	89	12.8%	▬
🔵	Hispanic or Latino	22	3.1%	▪
🔵	Two or More Races	14	2.1%	▪
🔵	Asian	12	1.7%	▪
🔵	American Indian or Alaska Native	1	0.2%	▪
🔵	Native Hawaiian or Other Pacific Islander	0	0.0%	▪

Job Postings Summary

273	3 : 1	31 days
Unique Postings	**Posting Intensity**	**Median Posting Duration**
931 Total Postings	Regional Average: 3 : 1	Regional Average: 29 days

There were **931** total job postings for your selection from February 2022 to January 2023, of which **273** were unique. These numbers give us a Posting Intensity of **3-to-1**, meaning that for every 3 postings there is 1 unique job posting.

This is close to the Posting Intensity for all other occupations and companies in the region (3-to-1), indicating that they are putting average effort toward hiring for this position.

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Unique Postings Trend
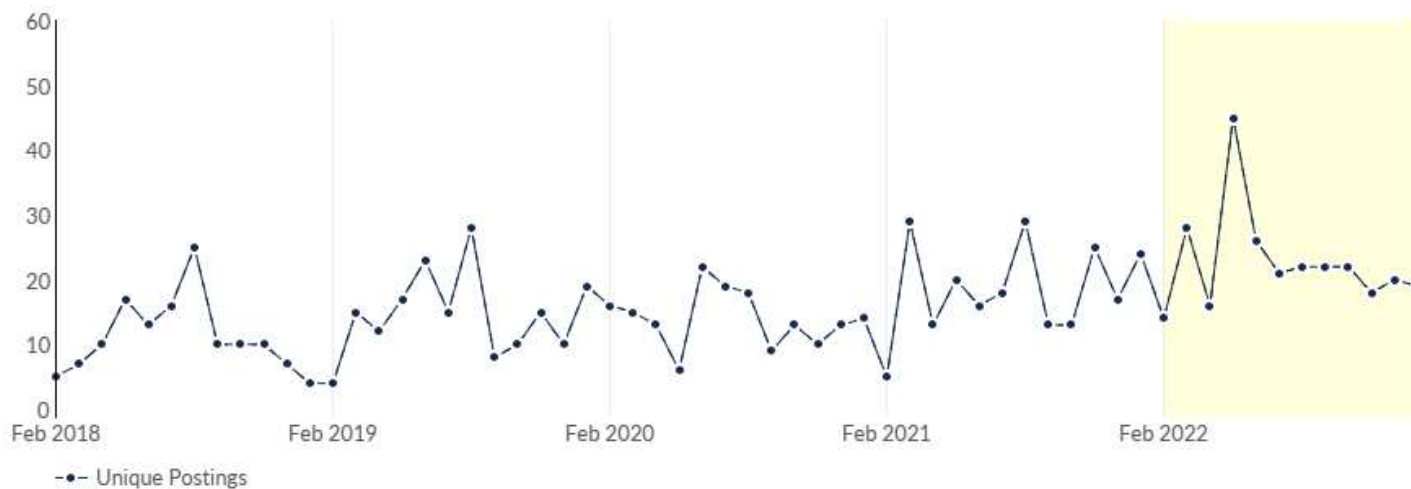
- ● - Unique Postings

Month	Unique Postings	Posting Intensity
Jan 2023	19	1 : 1
Dec 2022	20	11 : 1
Nov 2022	18	2 : 1
Oct 2022	22	2 : 1
Sep 2022	22	2 : 1
Aug 2022	22	2 : 1
Jul 2022	21	2 : 1
Jun 2022	26	3 : 1
May 2022	45	4 : 1
Apr 2022	16	7 : 1
Mar 2022	28	4 : 1
Feb 2022	14	4 : 1

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Job Postings Regional Breakdown
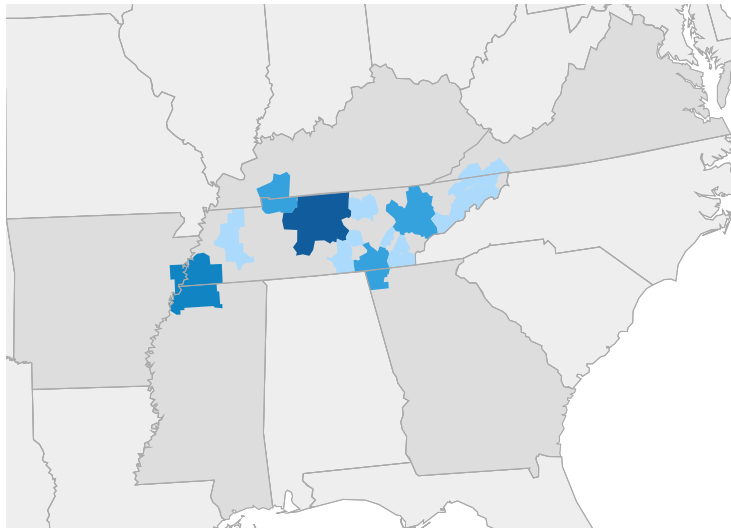
MSA	Unique Postings (Feb 2022 - Jan 2023)
Nashville-Davidson--Murfreesboro--Franklin, TN	80
Memphis, TN-MS-AR	42
Knoxville, TN	32
Clarksville, TN-KY	28
Chattanooga, TN-GA	19

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Top Companies Posting

Company	Total/Unique (Feb 2022 - Jan 2023)	Posting Intensity		Median Posting Duration
Vanderbilt University	50 / 20	3 : 1		16 days
University of Tennessee	36 / 16	2 : 1		30 days
University of Memphis	45 / 14	3 : 1		19 days
Progressivehealth	114 / 11	10 : 1		37 days
US Physical Therapy	12 / 9	1 : 1		n/a
LifePoint Health	13 / 8	2 : 1		20 days
Star Pt	22 / 8	3 : 1		24 days
Covenant Health	19 / 7	3 : 1		n/a
Maryville College	9 / 7	1 : 1		17 days
Middle Tennessee State University	10 / 7	1 : 1		34 days

Top Cities Posting

City	Total/Unique (Feb 2022 - Jan 2023)	Posting Intensity		Median Posting Duration
Nashville, TN	127 / 42	3 : 1		16 days
Memphis, TN	121 / 37	3 : 1		22 days
Clarksville, TN	110 / 28	4 : 1		29 days
Knoxville, TN	47 / 25	2 : 1		30 days
Chattanooga, TN	58 / 19	3 : 1		32 days
Fayetteville, TN	16 / 11	1 : 1		28 days
Murfreesboro, TN	14 / 10	1 : 1		31 days
Franklin, TN	83 / 9	9 : 1		n/a
Maryville, TN	9 / 7	1 : 1		17 days
Smyrna, TN	76 / 7	11 : 1		31 days

Lightcast   Program Development & Review

Top Posted Occupations

Occupation (SOC)	Total/Unique (Feb 2022 - Jan 2023)	Posting Intensity	Median Posting Duration
Athletic Trainers	931 / 273	3 : 1	31 days

Top Posted Job Titles

Job Title	Total/Unique (Feb 2022 - Jan 2023)	Posting Intensity	Median Posting Duration
Athletic Trainers	438 / 128	3 : 1	28 days
Certified Athletic Trainers	128 / 53	2 : 1	25 days
Assistant Athletic Trainers	139 / 47	3 : 1	32 days
On-Site Industrial Athletic Trainers	150 / 15	10 : 1	37 days
Head Athletic Trainers	15 / 7	2 : 1	32 days
Athletics Directors	7 / 3	2 : 1	22 days
Athletic Trainers Physician Extender	4 / 2	2 : 1	23 days
Athletic Training Fellows	5 / 2	3 : 1	n/a
Athletics Business Managers	5 / 2	3 : 1	30 days
Deputy Directors of Administration	5 / 2	3 : 1	29 days

Lightcast Program Development & Review

Rank as a Talent Provider

Lightcast's workforce profile data shows Austin Peay State University has 16 alumni working regionally in the occupation *Athletic Trainers*. These 16 alumni represent 1.95% of regional profiles working in these occupations, which ranks your institution 6th among regional talent providers.

16	1.95%	6
Your Alumni in Region Working in Target Occupations	**Percent of Regional Profiles** Working in Target Occupations	**Your Rank as a** Regional Talent Provider

Top Talent Providers

The top regional institutions supplying the labor market with workers employed in the target occupations listed above, based on Lightcast's workforce profile data.

School	Profiles	Percent
Middle Tennessee State University	66	8.03%
The University of Tennessee-Knoxville	37	4.50%
The University of Tennessee-Chattanooga	32	3.89%
East Tennessee State University	22	2.68%
Austin Peay State University	16	1.95%
University of Memphis	14	1.70%
Union University	14	1.70%
Belmont University	11	1.34%
The University of Tennessee-Martin	11	1.34%
Cumberland University	10	1.22%

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Relevant Skills

Top Specialized Skills

● Frequency in Job Postings   ● Frequency in Profiles
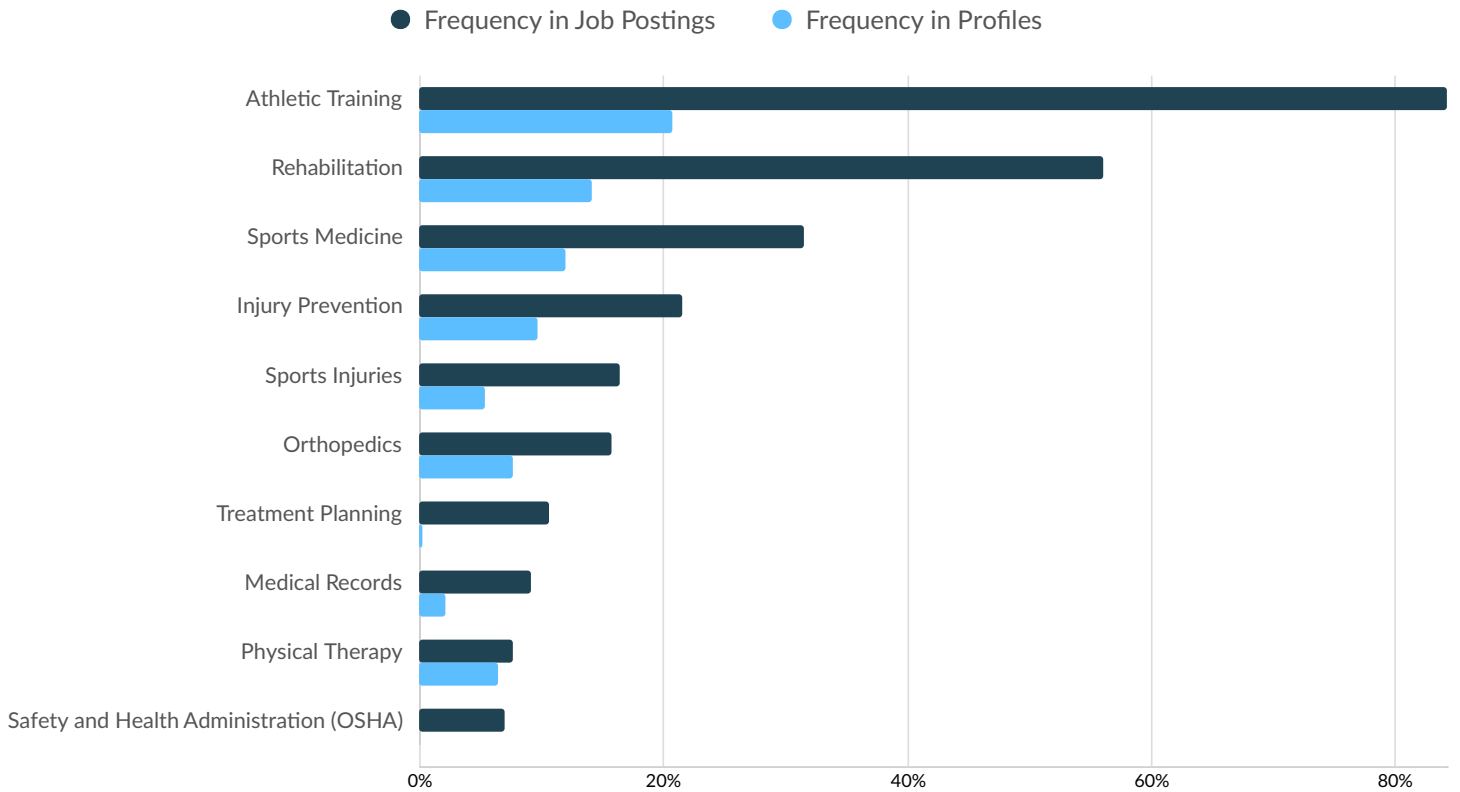
Skills	Postings	% of Total Postings	Profiles	% of Total Profiles
Athletic Training	230	84%	154	21%
Rehabilitation	153	56%	105	14%
Sports Medicine	86	32%	89	12%
Injury Prevention	59	22%	72	10%
Sports Injuries	45	16%	40	5%
Orthopedics	43	16%	57	8%
Treatment Planning	29	11%	2	0%
Medical Records	25	9%	16	2%
Physical Therapy	21	8%	48	6%
Occupational Safety and Health Administration (OSHA)	19	7%	0	0%

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Top Common Skills

● Frequency in Job Postings   ● Frequency in Profiles
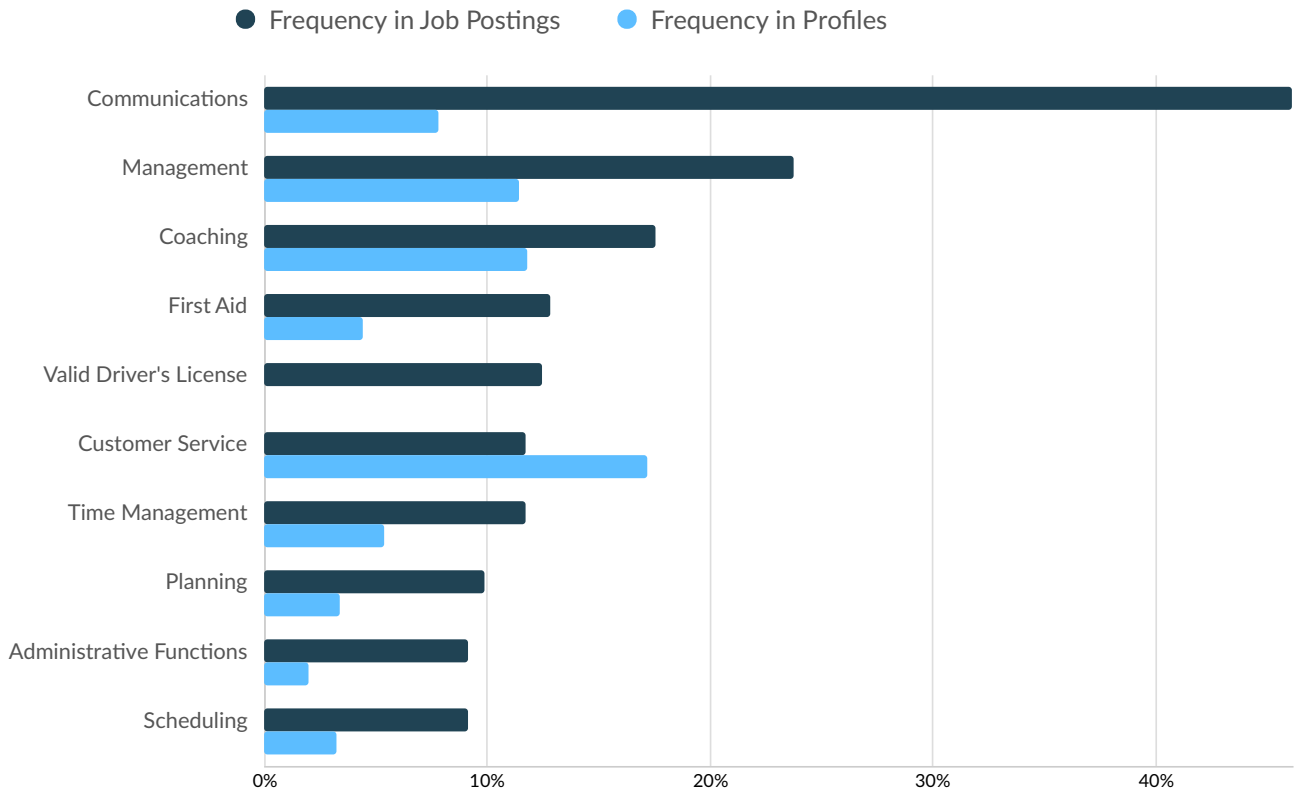
Skills	Postings	% of Total Postings	Profiles	% of Total Profiles
Communications	126	46%	58	8%
Management	65	24%	85	11%
Coaching	48	18%	88	12%
First Aid	35	13%	33	4%
Valid Driver's License	34	12%	0	0%
Customer Service	32	12%	128	17%
Time Management	32	12%	40	5%
Planning	27	10%	25	3%
Administrative Functions	25	9%	15	2%
Scheduling	25	9%	24	3%

Lightcast   Program Development & Review

Top Software Skills

● Frequency in Job Postings   ● Frequency in Profiles
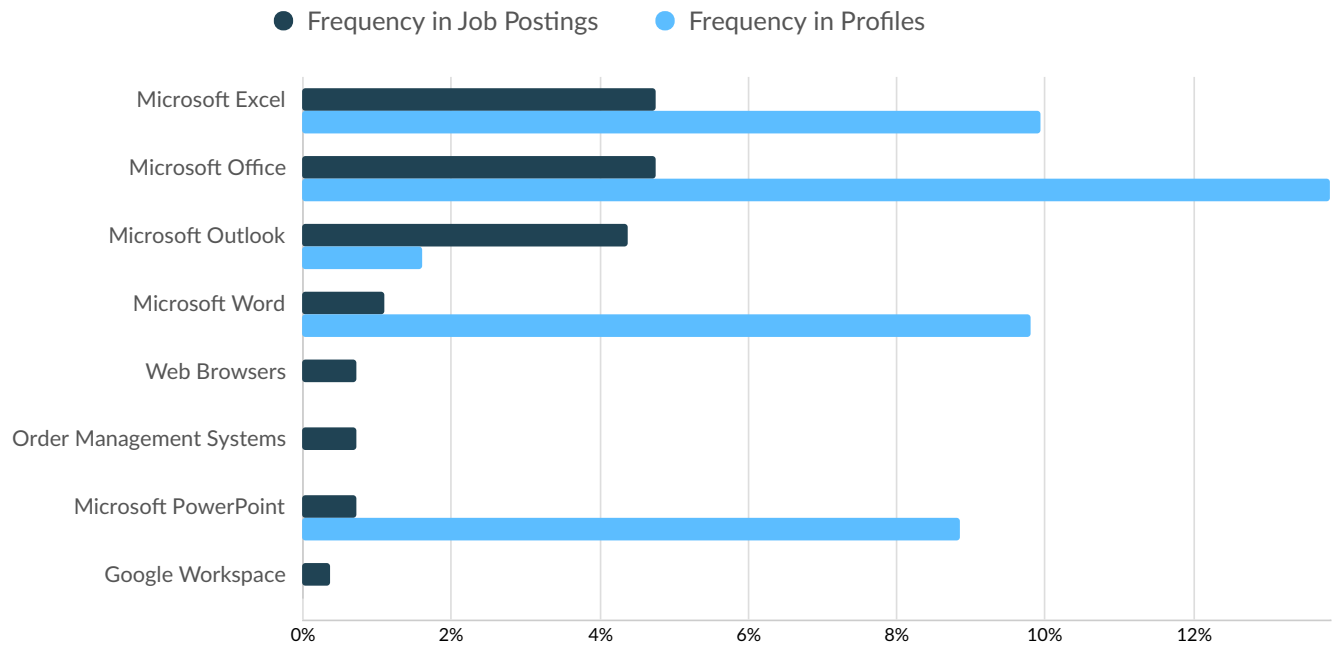
Skills	Postings	% of Total Postings	Profiles	% of Total Profiles
Microsoft Excel	13	5%	74	10%
Microsoft Office	13	5%	103	14%
Microsoft Outlook	12	4%	12	2%
Microsoft Word	3	1%	73	10%
Web Browsers	2	1%	0	0%
Order Management Systems	2	1%	0	0%
Microsoft PowerPoint	2	1%	66	9%
Google Workspace	1	0%	0	0%

Lightcast   Program Development & Review

Top Qualifications

Qualification	Postings with Qualification
Certified Athletic Trainer	100
Cardiopulmonary Resuscitation (CPR) Certification	95
Automated External Defibrillator (AED) Certification	72
First Aid Certification	43
Basic Life Support (BLS) Certification	17
CPR/AED For The Professional Rescuer	6
American Red Cross (ARC) Certification	5
10-Hour OSHA General Industry Card	3
Registered Nurse (RN)	3
Board Certified/Board Eligible	3

Attachment D

Regional Program offerings

Benchmarked programs are offered by institutions located in the region. All programs are accredited by CAATE. All programs are offered in-person, largely due to the clinical requirements of the degree.

Institution	Program	Credits	Tuition/Credit	Curriculum	Notable Features
Florida International University *Miami, FL*	Athletic Training, MS	58 credits	$373 resident $820 non-resident*	Curriculum	
Lee University *Cleveland, TN*	Athletic Training, MS	54 credits	$875	Curriculum	Optional international missions in the second summer
Marshall University *Huntington, WV*	Athletic Training, BS+MS	58 credits	$418 resident $1,115 non-resident $799 metro**	Curriculum	3+2 program
Shenandoah University *Winchester, VA*	Athletic Training, MS	70 credits	$945	Curriculum	Master's certificate in Performing Arts Medicine
University of Arkansas *Fayetteville, AK*	Athletic Training, MS	59 credits	$437 resident $1,190 non-resident	Curriculum	
University of Kentucky *Lexington, KY*	Athletic Training, MS	76 credits	$762 resident $1,890 non-resident	Curriculum	
University of South Carolina *Columbia, SC*	Athletic Training, MS	67 credits	$624 resident $1,353 non-resident***	Curriculum	
University of South Florida *Tampa, FL*	Athletic Training, MS	60 credits	$431 resident $877 non-resident	Curriculum	Dance Medicine & Science master's certificate
University of Tennessee *Chattanooga, TN*	Athletic Training, MS	66 credits	$441 resident $1,141 non-resident****	Curriculum	

Attachment E

Dr. Michael Licari:

This letter indicates the support and investment in the Masters in Athletic Training program at Austin Peay State University. Northwest High School has struggled to keep an athletic trainer over the past three years. We have seen four different athletic trainers and experienced extended absences, where we could not fill the open position. Many qualified athletic trainers who fill the position use it as a stepping point to find an opening closer to their home. The Clarksville area could use an athletic program within the area to help employee individuals who are invested in our community and our programs. With the establishment of this Master's program, Northwest High School is open to providing qualified graduate students the opportunity to receive clinical education hours with our high school athletes.

We look forward to growing this partnership and hope to see the education community continue to grow.

Thank you for your time.

Dr. Ashley McDonald, EdD
Assistant Principal and Athletic Director
Northwest High School
931-648-5675
800 Lafayette Road Clarksville TN 37042

Northwest High School   800 Lafayette Road   Clarksville, Tennessee

February 6, 2023

Dr. Michael Licari
Austin Peay State University President
PO Box 4576
Clarksville, TN 37044

Dr. Michael Licari:

Please accept this letter as our support and investment in the creation of the Masters of Athletic Training program at Austin Peay State University. At this time APSU currently has four fulltime certified athletics trainers with two unfilled positions. These fours individuals are providing medical care for over 350 student-athletes across 18 different teams. With the way current NCAA policies are trending it is only going to increase the need for athletic trainers throughout the country. This year I have seen more job openings, specially in the collegiate setting, than I have seen in my 10 years in the profession. Not only is there a need for certified athletic trainers within the collegiate setting, roughly one third of high schools throughout the country do not have an athletic trainer onsite. This is a big risk and I wouldn't be surprised to see new laws mandating all high schools have certified athletic trainers.

Austin Peay State University athletics and specifically sports medicine is committed to providing the best medical care to our student-athletes while also working to expand the athletic training profession. The hands-on experience that students within the MAT program will be able to obtain by working with Division I student-athletes will enhance their time within the program and prepare them to be top athletic trainers upon graduation and certification. It will also provide an opportunity for our current undergraduate students interested in athletic training. Our undergraduate students will still be able to volunteer with us and will now also be able to learn from our Masters students and hopefully continue their athletic training education at Austin Peay's Masters in Athletic Training program.

Austin Peay State University athletics is excited to partner with the Masters in Athletic Training program to be qualified preceptors to their graduate students. With the wide variety of backgrounds and sport experience of our current certified athletic trainers and our diverse student-athlete population it will provide a comprehensive clinical experience.

Thank you for your consideration.

Lauren Norton MS, LAT, ATC
Assistant Athletic Director-Health and Human Performance
Austin Peay State University
931-221-7873
PO Box 4515, Clarksville TN 37044

DEFENSE HEALTH AGENCY
BLANCHFIELD ARMY COMMUNITY HOSPITAL
FORT CAMPBELL, KY 42223-5349

February 22, 2023

Dear Dr. Leszczak,

Thank you for contacting me to discuss plans to develop a graduate degree program in athletic training at Austin Peay State University (APSU), Department of Health and Human Performance.

Blanchfield Army Community Hospital (BACH) is a Military Treatment Facility offering 47 inpatient beds and over 15 specialty clinics to care for over 68,000 beneficiaries. In 2022, our Occupational and Physical Therapy teams treated over 10,000 musculoskeletal injuries. As mission permits, BACH engages with a variety of undergraduate and graduate programs across Tennessee and Kentucky, as well as other states, to offer clinical experience or rotations for students. We welcome educational institutions with accredited medical programs to contact our Education and Staff Development team to discuss training opportunities.

I wish you continued success in program development and thank you for supporting our Soldiers and their families across the community.

Respectfully,

Vincent B. Myers
Colonel, U.S. Army
Director

Dr. Michael Licari

 Austin Peay State University

P.O. Box 4576

Clarksville, TN 37044

Dr. Michael Licari,

Please accept this letter as my support for the creation of the Master of Athletic Training Program at Austin Peay State University. Austin Peay State University has an Athletic Training program that covers multiple Division I sports. You have a training ground and recruiting tool that would support this addition as well.

I served as a graduate assistant Athletic Trainer at APSU in 1985-1986. I am currently the Athletic Trainer at Clarksville High School. I have been in my position 37 years and have seen the growth of Clarksville. In this time, I have watched Clarksville Montgomery County School System grow to 7 high schools, with another one being added next year. There are also 2 private schools in town that participate in athletics. Next year, they are adding middle school football. With all this growth, Clarksville will need approximately 14 athletic trainers to cover all the athletes in the 2023-2024 school year. There are currently only 5 Athletic Trainers employed in the CMCSS schools- two large public schools currently do not have an Athletic Trainer. One of the private schools does have one. This problem also exists at Fort Campbell High School as they do not have an Athletic Trainer either. This is just the tip of the iceberg; this problem exists across the county at all levels. With the limited applicants, many other high schools and colleges around the country are going without the services of an Athletic Trainer.

So, as you can see, there is an immediate need for Athletic Trainers in Montgomery County and surrounding communities. Fort Campbell employees Athletic Trainers in military and clinical settings. Tennessee Orthopedic Alliance also provides Athletic Trainers in their local clinics. The program could provide internships and practical experience and the ability to eventually staff these positions. The program participants would be able to get hands on experience in multiple settings.

As an alumnus, I not only see the need for the MAT program but would support it in any way. There are only 4 programs in Tennessee and Austin Peay State University could become the gold standard for others to follow. If you have any questions, please feel free to reach out to me anytime.

Thank you,

Therese Sparn

Therese Sparn

Therese.sparn@cmcss.net.

CLARKSVILLE HIGH SCHOOL
Clarksville-Montgomery County School System

151 Richview Road, Clarksville, TN 37043 | 931.648.5690 | clarksvillehigh.cmcss.net

Dr. Michael Licari

Austin Peay State University President

PO Box 4576

Clarksville, TN 37044

Dr. Michael Licari:

Please accept this letter as our support and investment in the creation of the Masters of Athletic Training program at Austin Peay State University. As Montgomery County continues to grow, so does the public education needs in K-12. Currently there are seven public high schools in our county alone, with another set to open in August, with most operating approximately nineteen sports teams. We also have eight middle schools in our area who offer organized football, basketball, volleyball, and cross country. The need for qualified athletic trainers to service our schools continues to grow.

Montgomery Central High School is committed to providing opportunities for MAT students to work along side our certified athletic trainer to gain hands-on experience while working toward their graduation and certification. We feel that this is an opportunity to help fill a need that has been in not just our school system, but in the middle Tennessee area, for too long. As Nashville and the surrounding areas continue to grow, so too will the need for certified athletic trainers. We look forward to this new potential partnership.

Thank you for your consideration.

Jason Greene

Athletic Director, Assistant Principal

Montgomery Central High School

CAATE
Commission on Accreditation of Athletic Training Education

PURSUING AND MAINTAINING ACCREDITATION OF PROFESSIONAL
PROGRAMS IN ATHLETIC TRAININGS

IMPLEMENTATION AND GUIDE TO THE CAATE
2020 PROFESSIONAL STANDARDS

Updated May 2022

Table of Contents

Pursuing and Maintaining Accreditation of Professional Programs in Athletic Training

Guide to 2020 Standards

Accreditation Overview

Provided herein are the resources describing the Commission on Accreditation of Athletic Training Education (CAATE) accreditation of professional athletic training programs. Professional educational programs in athletic training are designed to qualify graduates to sit for the credentialing examination for athletic trainers and to enter the profession of athletic training. There are several essential documents to review when considering accreditation of a professional program in athletic training. *Pursuing and Maintaining Accreditation of Professional Athletic Training Programs* provides step-by-step instructions to professional athletic training programs that are seeking initial or continuing accreditation. The *2020 Standards for Accreditation of Professional Athletic Training Programs* (*Standards*) outline the specific standards that must be met by all accredited programs. Its purpose is to explicitly define the requirements to achieve and maintain CAATE accreditation of professional athletic training programs. The CAATE Policy and Procedures manual governs actions for all programs seeking accreditation from and accredited by the CAATE.

For international programs, a substantial equivalence document has been development. That document may be accessed here: Substantial Equivalence for 2020 Standards for Accreditation of Professional Athletic Training Program.

Accreditation is a voluntary, nongovernmental peer review process that strives to ensure quality and accountability and encourage programmatic improvement. By requesting accreditation, the sponsoring institution of the degree program agrees to be assessed against the *Standards*. The sponsoring institution of an accredited program must comply with these *Standards* and use them to examine, improve upon, and report on its program's growth and achievement.

Accreditation involves a collegial process of self-review and peer review, incorporating three major activities:

1. A self-evaluation (self-study) by an institution or program using the *Standards* in submission of a self-study report to the CAATE.
2. A peer review of the self-study and the institution during a site review to confirm the accuracy of the self-study and gather additional evidence of quality.
   a. All programs submitting a self-study are required to pay the comprehensive programmatic review fee with the submission of the self-study. An invoice will be emailed to the program director in early June and can be paid by check or with credit card.
3. A recommendation by the Review Committee, following thorough review of the Peer Review Report, to the CAATE Commission, which will make a final decision regarding accreditation.

The Pursuing and Maintaining Accreditation of Professional Athletic Training Programs document is organized according to the following aspects of the accreditation process.

I. Decision to Seek Accreditation
II. Conduct a Self-Study of the Program to Ensure It Meets the Standards
III. Compile a Self-Study Report
IV. Submit a Self-Study Report
V. Peer Review of Document and Program Through On-Site Review
VI. Peer Review Report Program Response
VII. Annual Report
VIII. Substantive Change

Accreditation Process

I. Decision to Seek Accreditation

Program personnel, in consultation with the appropriate administrators, make a decision to offer a professional athletic training degree program that meets or exceeds the requirements specified in the *Standards*.

Once the decision is made to seek accreditation, the sponsoring institution of the program must register with the

CAATE and make formal application for accreditation through eAccreditation. (Registration and information submission is completed via the eAccreditation account that is established at www.CAATE.net.) Instructions on creating a new program account can be found here.

Formal application requires registration via the eAccreditation account/information by the program director of the sponsoring institution and payment of the eAccreditation registration fee .

The program must register in eAccreditation **at least** six months prior to submitting the self-study; however, it is recommended that programs register 12 months or more in advance of self-study submission to ensure timely completion of the self-study and allow for programmatic data to be entered into the system. Programs may have access for up to two years prior to the due date of the self-study as long as the yearly application fee is paid. Application does not guarantee accreditation will be achieved.

The program then begins the comprehensive programmatic review process, including the self-study and peer review. The self-study report may only be submitted after all aspects of the program have been approved and implemented by the sponsoring institution. All aspects of the program must be functioning at the time the self-study is submitted. It is important to note that in order to be eligible to take the Board of Certification Inc. (BOC) examination, the credentialing examination for athletic trainers, candidates MUST be a graduate of a CAATE-accredited program. The institution should work closely with the CAATE Office to allow ample time for the peer review, review of materials, the submission of a rejoinder and final review by the Review Committee prior to action taken by the commission. If accreditation is granted, it is considered active as of the date of the last day of the site review.

Initial Programs Seeking Accreditation:

A program shall not identify itself privately or publicly to be CAATE-accredited until it receives formal notification of accreditation status from the CAATE. Programs seeking accreditation must include the following language on all publicly available notification(s) including, but not limited to, website, academic catalog, ATCAS, brochures, etc.

> "_____is currently seeking accreditation for their new athletic training program and is not accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The institution will be submitting a self-study to begin the accreditation process on___, 20--. Submission of the self-study and completion of an site review does not guarantee that the program will become accredited. Students who graduate from the program prior to accreditation WILL NOT be eligible to sit for the credentialing examination for athletic trainers and will not be eligible for licensure in most states."_

Submission of the self-study and completion of a peer review does not guarantee that the program will become accredited. Students who graduate from the program prior to accreditation WILL NOT be eligible to sit for the credentialing examination for athletic trainers and will not be eligible for licensure in most states.

II. Conduct a Self-Study

A self-study is the foundation of the voluntary peer review process of accreditation. It is a critical and major component of the ongoing program evaluation process, performed as a cooperative effort by individuals with varied interests in program improvement, including the sponsoring institution's administration, program director, program faculty, preceptors, students, and affiliated clinical staff. For continuing accreditation, alumni and the employers or supervisors of program graduates may also be involved.

The self-study process requires a detailed analysis of all aspects of the program, including program sponsorship, outcomes, personnel, program delivery, health and safety, financial resources, facilities and instructional resources, operational policies and fair practices, program description and requirements, student records, and distance learning (if applicable). The process critically examines a program in structure and substance, evaluates the program's overall effectiveness relative to its mission, goals and objectives and its delivery of curricular content (i.e., knowledge, skills, and abilities), identifies specific strengths and deficiencies, and indicates a plan for necessary modifications and continual

program improvements.

The information gathered by the program is used to compile a self-study report, which is submitted to the CAATE via eAccreditation in <u>advance</u> of the peer review. The self-study is due by July 1 of the academic year preceding a peer review/site review. The self-study module in eAccreditation is not available for continuing programs until July 1, one year prior to the submission deadline (e.g., if the self-study is due July 1, 2022, the module becomes available to the program July 1, 2021). Programs seeking initial accreditation may gain access to the self-study module within eAccreditation up to two years prior to submission date.

Self-Study Plan of Action

1. The institution should convene a committee of individuals who represent the program and whose primary focus is to conduct the self-study and develop the self-study report.
    a. Organize the committee early enough to allow ample time to conduct an in-depth, probing self-study. Most sponsoring institutions begin at least one year in advance.
    b. The committee should be a manageable size, chaired by the program director, and should include faculty, preceptors, administrators, affiliated clinicians, academic faculty, and current students (subsequent self-studies should also include alumni). Additional individuals from outside of the main self-study committee may serve on subcommittees.
2. Assign each committee member to read the *Standards* and this document, *Pursuing and Maintaining Accreditation of Professional Athletic Training Programs,* so the committee can become thoroughly familiar with the task at hand. Committee members should review both documents during the first meeting to clarify any questions or differences of interpretation.
3. Establish a timetable and assign tasks for the completion of the self-study.
4. Collect and summarize existing data about the program's ability to achieve the stated mission, goals, objectives and outcomes of the program. Data should come from conclusions and reports of previous and ongoing program activities (including previous self-studies, when applicable) and should be distributed to members of the self-study committee. The self-study must explicitly identify the extent to which the program is achieving the stated mission, goals, objectives, and outcomes of the program.
5. Begin gathering program information and drafting the self-study report responses that will be entered into eAccreditation.
6. Meet regularly to report on assigned tasks, discuss implications of collected data on the program and receive new assignments. The frequency of such meetings generally increases as deadlines approach.
7. Incorporate sufficient quantitative and qualitative information in the self-study report to provide documentation of your program's compliance with the *Standards*. The final draft of the self-study report should reflect the consensus of the self-study committee.

III. Completing the Self-Study

The self-study is an evidential summary of the findings of the self-evaluation process. The self-study incorporates sufficient qualitative and quantitative data about graduates and educational outcomes to demonstrate compliance with the *Standards* and validate the goals and objectives of the program.

A. Self-Study Format
    a. The self-study is completed electronically in eAccreditation. The process includes completion of tables, data entry and submission of narratives.
B. Drafting the Self-Study
    a. The following (from eAccreditation) depicts the steps taken when completing the self-study.
        i. Program director (PD) creates Application User(s) with self-study access.
        ii. Program director assigns the *Standards* to the Application User(s) with read/write access.
            1. Application User responds to the assigned *Standards*.
            2. Application User selects "Ready for Program Director Review" after completing the *Standard*.
        iii. After all the assigned *Standards* are in the "Ready for program director review" status, the Application User will send a notification to the program director.

      iv.   Program director will review all the Application User(s)' *Standards*.

      v.   Program director can edit responses.

      vi.   Program director selects "Ready for Submission" after completing the *Standard*.

            1.   All *Standards* must be marked "Ready for Submission" in order to submit the self- study.

      vii.   Program director will indicate they have completed the self-study and agrees with all the responses.

      viii.   Program director will electronically submit completed self-study to the program officials/program administrators for approval.

            1.   All program officials/program administrators (chair, dean, provost or CAO, president, or CEO) must sign off on the self-study before PD can submit to CAATE.

      ix.   Program director submits completed self-study to CAATE.

    b.   Refer to the glossary of the *Standards* for clarification of specific terms within the standards.

IV. Submitting the Self-Study

    A.   What to Submit

      a.   The self-study report and all accompanying files and supporting materials must be submitted via eAccreditation.

    B.   Due Dates and Fees

      a.   The completed self-study must be submitted via eAccreditation by July 1 for scheduling of a site review during that upcoming academic year (e.g., July 1, 2021, for a 2021-2022 academic year visit). Failure to meet this deadline precludes evaluation of the proposed program during the year requested.

      b.   A nonrefundable self-study and comprehensive programmatic review fee, payable to the CAATE, must be submitted prior to the review of the self-study materials. An invoice will be emailed to the program director in the beginning of June. If the program wishes to receive the invoice early, program administrators may request the invoice by emailing accounting@caate.net. The peer review fee is all-inclusive with all site review expenses covered by the CAATE. No program will be reviewed until the self-study/peer review fee is paid.

For questions or problems with eAccreditation, contact the CAATE Office at support@caate.net.

V. Peer Review Process

The second part of the Comprehensive Programmatic Review Process involves a peer evaluation conducted by peer reviewers using the same set of review criteria (*Standards*) as was used in the self-study process. The responsibility of the peer reviewers is to validate the information and findings identified during the self-study. It is also the purpose of the peer review to confirm that the educational program meets all of the requirements that are expected of an accredited program.

The purpose of the peer review is to validate the self-study and evaluate the program's compliance with the *2020 CAATE Standards for Accreditation of Professional Athletic Training Programs*. The peer review evaluation includes a review of both the didactic and clinical aspects of the program, including review of clinical experience sites, and to evaluate the correlation between the didactic and clinical aspects of the program. The number of off-campus clinical sites and specific facilities to be visited is determined by the peer reviewers.

    A.   After the CAATE Office receives the self-study submission notification and related materials via eAccreditation, and the payment of the self-study and peer review fee, the following steps occur:

      a.   A peer review team is assigned to the institution/program. The peer review team will consist of a peer review chair, a peer review member, and a peer review reader.

      b.   Prior to the peer review, the program director of the sponsoring institution is notified, via eAccreditation, of the names and affiliations of the individuals assigned to the team. At that time,

if the program director perceives a conflict of interest, the program director may request replacement of any member of the peer review team. The CAATE decreases the likelihood of conflicts of interest by having the peer reviewers complete a conflict of interest form in advance of the selection.

    c.   Once program approval of the peer reviewers is received by the CAATE Office, the peer reviewers are notified of their peer review assignment.

    d.   The peer review chair makes contact with the program within one week of receiving the self-study via eAccreditation to begin planning the site review. All contact between the program and the peer review team should occur through the peer review chair.

    e.   The peer review team is given access to the self-study documents in eAccreditation.

    f.   The peer reviewers review program documents/self-study.

    g.   If additional materials are deemed necessary, the peer review chair will notify the program director through eAccreditation that additional materials are needed. The requested materials will be submitted via eAccreditation within a time frame that is mutually agreeable between the program director and the peer review team. These additional materials will then be reviewed by the peer review team. The request from the peer review chair for supplemental materials will be made no later than 30 days prior to the peer review. The peer review chair may request these materials be made available in advance of the peer review team's site review or be made available during the site review.

B.   Peer Review Procedures

    a.   Application for a peer review for initial programs can only occur following the complete implementation of the *Standards*, including all curricular content courses.

    b.   Site reviews must not be scheduled during periods in which any part of the program is inactive or key personnel are not available (e.g., vacation periods).

    c.   The peer review chair establishes a timetable for the site review during the initial contacts with the program director.

    d.   The site review will occur between Oct. 1 and April 1. Exceptions to these dates must be approved by the Commission.

    e.   All expenses officially connected to the peer review team are paid by the CAATE from the accreditation fees that were submitted to the CAATE. The program should pay no additional expenses for the site review.

    f.   The peer review chair works with the program director to finalize the arrangements of the on-site review. A minimum of three days must be allotted for the site review in order for a thorough and productive evaluation. A typical site review schedule is presented below.

    g.   The program director must prepare a written on-site review itinerary and interview schedule in consultation with the peer review chair. The itinerary must be finalized at least two weeks prior to the scheduled visitation date. Questions pertaining to preparation of the itinerary and interview schedule must be directed to the peer review chair.

C.   Itinerary and Interview Schedule for On-Site Review

    a.   The site review itinerary must include:

        i.   Interview sessions with names, credentials, and titles of all personnel

        ii.   Visitation of facilities

        iii.   Peer review team evaluation meetings

        iv.   Exit conference

    b.   The site review schedule should be developed to span across three days. A typical site review begins in the afternoon of the arrival day and concludes by noon three days later (e.g., Sunday through Wednesday or Tuesday through Friday). Spanning the visit across three days facilitates interaction with all individuals associated with the program and allows time for reflection by the peer review team.

    c.   It is suggested that the peer reviewers have a dedicated room for interviews, individual writing, and work. Meals should be scheduled so the peer review team can discuss information privately.

    d.   Interviews will vary in length according to the personnel involved. Schedule additional travel time between meeting rooms and facilities if some sessions must be scheduled at other locations. The program director, faculty, preceptors, and current students must be scheduled during the first full day

of interviews. The following schedule of personnel and meeting times should be followed closely in the development of the on- site review itinerary. Flexibility in scheduling of interviews is permitted according to the availability of personnel, with the exception of the program director, who must be scheduled first.

D. Visitation of Facilities
   a. Allot ample time for visiting facilities used by the program.
   b. The number of clinical sites and which clinical sites are visited will be determined by the peer review team in consultation with the program director. Peer reviewers may need to split up and go to separate clinical sites for efficient use of time.

E. Peer Review Team Meeting
   a. The peer review team will schedule time to reach consensus between the peer reviewers on potential noncompliance(s) and recommendations prior to the final meeting with the program director and the exit conference.

F. Final Meeting with Program Director
   a. This final 30-minute meeting is held before the exit conference.
   b. This meeting is scheduled to inform the program director of the peer review team's preliminary findings and allow time for questions from the program director.

G. Exit Conference
   a. A 30-minute exit conference must be scheduled after the final meeting with the program director. The peer review team will discuss its preliminary report.
   b. The exit conference is designed to present the peer review team's preliminary findings related to compliance with the *Standards.* The peer review team will provide a description of programmatic strengths, noncompliance(s) with the *Standards* and recommendations. The peer review team does not make accreditation recommendations, nor should they be asked to provide specifics as to how the institution may rectify noncompliance(s). Guidelines for the methods needed to rectify noncompliant areas will be provided to the institution by the CAATE.
   c. Individuals included in this meeting are typically the dean, department chair, program director and program faculty.
   d. Other appropriate personnel as determined by the sponsoring institution may be invited to attend the exit conference.

H. Peer Review Report
   a. Within one week following the site review, the peer review team will complete a history of the program, identify program noncompliance(s), and list program strengths and recommendations in eAccreditation.
   b. The CAATE office assigns two review teams to the program's report and alerts the teams to the report's availability in eAccreditation.
   c. The primary review team will review the report for content and clarity in consultation with the peer review chair. The document will be revised as needed.
   d. The primary review team will provide responses to noncompliance(s), if applicable, indicating what evidence must be submitted for the program to come into compliance. It will be sent to the secondary review if a recommendation may result in probation; the primary team cannot come to a consensus; or if there are too many conflicts of interest from the primary team.
   e. The Peer Review Report is made available to the appropriate academic administrators of the sponsoring institution and the program director via eAccreditation within approximately 10 to 12 weeks of the site review. Program administrators may then share this report with other institutional personnel as necessary. The report defines any area of the *Standards* for which the peer review team found the program to be deficient at the time of the site review. Each section of deficiencies corresponds to a section of the *Standards* and is defined by the associated *Standards* number.
   f. The final Peer Review Report will be uploaded for the program. The Peer Review Report should be viewable by all program administrators indicated in eAccreditation.
   g. If there are numerous citations, the program going through an initial accreditation process may choose to withdraw its application at that time and reapply later. This withdrawal and reapplication would require the submission of a new self-study, application fee and result in another comprehensive programmatic review, which will be conducted by a new peer review team. Should a continuing program choose this

9

option, it would be placed on probation until such time that the next peer review would occur or a one-year interval, whichever event occurs first, and after which action for involuntary withdrawal of accreditation would occur.

VI.   Peer Review Report Response (Rejoinder)

A response to the Peer Review Report (rejoinder) is required by all programs, regardless of the number of citations, and must include the electronic signature of the president/chief executive officer of the sponsoring institution, provost, dean, department chair and program director. Program personnel will have 90 days from the date of receipt of the Peer Review Report to submit their rejoinder via eAccreditation to the CAATE. The sponsoring institution's response to the Peer Review Report should address any factual errors, misinterpretations, clarifications, recommendations, and/or deficiencies and address any noncompliances. If no deficiencies are cited, and/or the Peer Review Report is accepted by the institution "as is," receipt of the Peer Review Report must be acknowledged through eAccreditation and include the electronic "signature" of the program director. As part of the rejoinder process, the institution officials will be solicited for their feedback on the quality and professionalism of the peer review team, as well as the peer review process itself. These evaluations do not affect the outcome of the accreditation decision in any manner and are not seen by the peer reviewers or the Commission until after accreditation decisions are made.

Review of Program Rejoinder

Implicit in the recognition of CAATE accreditation is the requirement that the CAATE take adequate and appropriate measures to ensure that the programs it evaluates have demonstrated compliance with each of the *Standards*.

The Peer Review Report and the program's rejoinder are evaluated by the CAATE at regularly scheduled meetings. Programs seeking initial accreditation should be aware that students are not eligible to apply for the Board of Certification Inc. (BOC) examination until such time that the program receives official notification of accreditation. A recommendation for appropriate accreditation action is based upon the program's rejoinder. The sponsoring institution and program are notified of the CAATE accreditation action by electronic letter from the CAATE Office. Email notification provides the quickest communication that will allow the program's students an opportunity to apply immediately to take the BOC exam if the program is being awarded initial accreditation. The BOC also will be informed of positive initial accreditation actions.

When determining a recommendation for accreditation, the CAATE considers the Peer Review Report, the program's rejoinder to the Peer Review Report and all documentation supporting the rejoinder. The program's rejoinder must demonstrate, at the time of program rejoinder review, implementation of actions that demonstrate compliance with the *Standards*. Plans not yet put into practice will remain in noncompliance until there is sufficient evidence to document that the plans have been implemented. Assurance of development may be demonstrated to the CAATE through provision of necessary documents (e.g., student policies, course outlines, clinical experience schedules and completed evaluation instruments). Submission of such documents is a comparatively easy and effective way of demonstrating compliance with some *Standards*. However, there are components of the *Standards* that require a peer review evaluation and interviews with appropriate individuals involved in the program.

Accreditation Actions and Statuses
As the accreditor, the CAATE is responsible for all written communication with the sponsoring organization and its program(s) regarding accreditation actions and the program's subsequent accreditation status. All notification(s) regarding the accreditation process and outcomes must come from the CAATE Office, on the CAATE letterhead or by electronic means through e-Accreditation.   All accreditation actions and statuses are described in the CAATE Policies and Procedures manual

Accreditation Award
The CAATE determines the accreditation status of the program at a regularly scheduled meeting and notifies the sponsoring institution and program of its action, via email electronically, within five to seven business days after each meeting. Initial accreditation is a maximum of five years, and continuing accreditation is a maximum of 10 years, although

the actual length of awarded accreditation will be determined by the Commission.

Timetable for the Accreditation Process:

1. Completed Application for Accreditation in eAccreditation the Self-Study and the application fee submitted to the CAATE. Submission date is July 1. Self-studies must be received by the CAATE via eAccreditation on or before July 1. No self-study report or additional materials will be accepted after the deadlines without penalty. For clarification of these penalties, please see the CAATE Policy and Procedures Manual.
2. Site reviews are normally conducted within four to nine months of the receipt of the self-study by the CAATE, except upon written specific agreement of the program or in instances for which the CAATE has documented concerns for compliance with the *Standards* or self-study format. A window of dates will be determined, and the on-site review must occur during that time frame.
3. The Peer Review Report is returned to the program approximately 10 to 12 weeks after the site review.
4. Program personnel will have 90 days to submit their rejoinder (responses to requested materials) via eAccreditation to the CAATE.
5. Programs are considered by the CAATE at a regularly scheduled meeting. The CAATE conducts conference calls monthly.

The normal accreditation process (from submission of self-study through CAATE action) takes from a minimum of 12 months to as much as 24 months depending upon when various steps are reached on the above-mentioned timetable. New programs should be aware that the accreditation process must be completed with positive CAATE action before students are eligible to apply to sit for the Board of Certification Inc. (BOC) examination.

The accreditation process timetable may be lengthened due to institutional/program problems, extenuating circumstances, failure to observe deadlines, submission of incomplete or inadequate application or self-study, or failure to establish the ability to comply with the *Standards*. The CAATE may table action on programs that require additional materials to clarify their institutional response. The CAATE will make every effort to assist the program in expediting the process; however, the responsibility for achieving accreditation through CAATE rests with the program.

Maintaining and administering accreditation requires numerous responsibilities, such as completing a CAATE Annual Report; notification of changes in program directors, clinical staff, and administrators; initial placement of graduates; and other functions prescribed by the CAATE. Failure to notify the CAATE of change in personnel, especially the program director, within 30 days may result in administrative probation or, ultimately, in probation.

VII. Annual Report

To maintain programs accreditation status, the institution sponsoring the program must complete an annual report designed to document continued compliance with the Standards. Annual reports are due via eAccreditation Oct. 1 each year.

Failure to submit the annual report as required will result in administrative probation. Administrative probation will be converted to probation with a requirement for submission of additional materials, with the maximum penalty of a mandatory comprehensive programmatic review, if the report is not received within 30 days of the original submission deadline.

Annual Report Instructions
Programs must submit their Annual Report by Oct. 1 through eAccreditation each year. This includes programs who are completing self-studies or have an on-site review.

The Annual Report consists of six sections:

1. Section I: General Program Information
2. Section II: Applicants & Enrollment

3. Section III: Faculty
4. Section IV: Program Operations
5. Section V: Outcomes
6. Section VI: Access to Information & Compliance

A. Mark each section as "Ready for Submission."
B. Directory information (student, faculty, preceptor, and clinical site profiles) needs to be up to date and submitted.
C. Student information (students need to be matched to their BOC IDs) needs to be up to date and submitted. Student status should also be updated to reflect the student cohorts that have graduated. This will ensure the BOC pass rate table is up to date.
D. Once all sections have been marked "Ready for Submission," the program director (PD) will then navigate to the Annual Report > Home page to "Submit for Sign Off."
E. The Annual Report requires electronic signoff by the department head and dean.
F. Once the department chair and dean have signed off, the PD will receive an email notification and can then "Submit to the CAATE."

VIII. Substantive Change Documents

To maintain proper accreditation, the program director must inform the CAATE of any substantive change for the following areas:

A. Program director is a new faculty member
B. Existing program director takes leave of absence
C. Existing faculty member appointed as a permanent program director
D. Change in degree
E. Relocation (change of department, school, or college)
F. Change in school or institutional accreditation status
G. Change in program resources
H. Withdraw from accreditation

Institutional administrators are responsible to notify the CAATE of any substantive change. Failure to do so will result in the program being placed on administrative probation. All documentation must be submitted in eAccreditation under the Substantive Change tab. Documentation detailing the change can be uploaded under Supporting Material, and additional information about the change can be provided under Description.

For more information, please visit the CAATE website: http://caate.net/substantive-documents.

Development of the 2020 Standards

On May 20, 2015, the Strategic Alliance announced the elevation of the professional athletic training degree to the master's degree level. On June 25, 2015, in St. Louis, the Commission on Accreditation of Athletic Training Education (CAATE) Standards Committee (see Table 1) met to revise the standard specifying the degree awarded at the completion of a professional program. This proposed revision was sent out for open comment on July 1, 2015, revised during the August 2015 Standards Committee meeting, and released on Sept. 25, 2017. With the announcement of the degree elevation, the CAATE also released a list of anticipated substantial changes to accreditation requirements. These changes included the following: periods of full-time clinical engagement, strong foundational scientific knowledge, faculty with areas of specific expertise, inclusion of the Academy of Medicine's core competencies, and administrative alignment with schools of health professions. The Standards Committee

was charged with incorporating these components into the draft of the standards for master's degree level professional athletic training programs.

The Standards Committee met at Boston University on Aug. 11-12, 2015, to identify the process for writing the standards for professional programs at the master's degree level. The committee determined that the standards should be written with sufficient flexibility to accommodate a program's pedagogical philosophy and various methodologies for producing competent athletic trainers, encouraging creativity in developing innovative, evidence-based educational programs to prepare athletic trainers for their place in health care. The Standards Committee met again prior to the CAATE Accreditation Conference in October 2015 to continue to develop the draft of standards. The committee continued to revise the draft of standards throughout the winter and spring, culminating in an initial draft that was released for open comment from May 1, 2016, through June 30, 2016.

Sept. 10-11, 2015, marked the first gathering, also at Boston University, of the newly formed Steering Committee for the development of the Curricular Content section of the standards. The Steering Committee — comprising two representatives each from the CAATE, Board of Certification and the National Athletic Trainers' Association (NATA) — identified the Curricular Content development process, the need for a clinician- and educator-based working group external to the Steering Committee, and the members of the working group. The Steering Committee completed the revisions to the Curricular Content standards prior to, and following, the open comment process. (Members of the Steering Committee are listed in Table 2.) The Steering Committee and NATA committee chairs, at the request of the Steering Committee, compiled a list of names of approximately 70 people, spanning various practice settings and geographic areas. These names were reviewed for potential conflicts of interest, and the remaining individuals on the list were reviewed (based in part on their biographies) and ranked by the Steering Committee. Approximately 15 people were selected and contacted regarding interest and availability. The final list of working group members (see Table 3) reflects those individuals who were both interested and available. The final working group was composed of a mix of practicing clinicians from a variety of practice settings and AT educators from across the country.

The working group met on Jan. 15-16, 2016, in Phoenix, Arizona. The working group developed a list of needed knowledge and skills for clinical practice and expanded upon those skills to create initial standard statements. These statements were then revised and edited by the Steering Committee, resulting in a draft of Curricular Content standards that was released for open comment from June 1, 2016, through Aug. 15, 2016.

During the open comment periods, the Standards Committee and Steering Committee held multiple open forums at the NATA Clinical Symposia and AT Expo in Baltimore, Maryland, to answer questions from stakeholders and provide explanations regarding the standards development process.

Following these initial open comment periods for both sets of standards, comments from up to 1,500 respondents were coded into final reports made available to the respective committees for review and consideration. Beginning in October 2016, both the Standards Committee and the Steering Committee began a series of face-to-face meetings and conference calls to incorporate feedback into the revised drafts. Upon completion of the revisions to the Curricular Content standards, the draft was forwarded to the Standards Committee for additional revisions to create one cohesive document.

The revised, singular draft of the Standards for Professional Athletic Training Programs at the master's degree Level was then forwarded to the CAATE for review. The CAATE made final edits and updates to the document at a meeting in Chicago, Illinois, from March 31, 2017, through April 2, 2017. CAATE staff then used the resulting document to develop preliminary evidence of compliance statements to be included in the next open comment period. This draft of standards was released for open comment from June 1, 2017, through July 31, 2017.

During this open comment period, the CAATE once again hosted multiple open forums at the NATA Clinical Symposia and AT Expo in Houston, Texas, to allow stakeholders the opportunity to express their thoughts and questions about the revised draft of standards. Following the open comment period, comments from up to 430 respondents, including the comments received during the open forums, were coded into final reports that were made available to the Standards Committee. The Standards Committee met in Virginia Beach, Virginia, on Aug. 9-10, 2017, to incorporate feedback into the revised version of the standards. This draft of the standards was then forwarded back to the CAATE for review and final edits.

The CAATE reviewed the standards at their face-to-face meeting in September 2017 in New Orleans, Louisiana, as well as during subsequent conference call meetings. The standards were formally voted into action on Jan. 9, 2018, with an implementation date of July 1, 2020. An ad hoc committee of staff, current and former commissioners, and a member from the Standards

Committee was formed to develop the final evidence of compliance statements for each standard. The compliance statements were then approved by the CAATE on June 12, 2018.

Table 1	
CAATE Standards Committee Members	
Name	University or Organization Affiliation
Sara Brown, MS, ATC (Committee Chair)	Boston University
Barton Anderson, DHSc, ATC	A.T. Still University
Craig Garrison, PhD, PT, ATC, SCS	Texas Health Ben Hogan Sports Medicine
Chris Ingersoll, PhD, ATC, FNATA	University of Toledo
Gail Samdperil, PhD, ATC	Sacred Heart University
Luzita Vela, PhD, ATC	University of Virginia

CAATE commission liaisons: Mark Laursen (2015-2016), LesLee Taylor (2016-2017); CAATE staff support: Julie Cavallario

Table 2	
Steering Committee for Development of Curricular Content Standards	
Name	Strategic Alliance Organization Affiliation
Sara Brown, MS, ATC (Committee Chair)	Commission on Accreditation of Athletic Training Education (CAATE)
Lou Fincher, EdD, ATC	Commission on Accreditation of Athletic Training Education (CAATE)
Jolene Henning, EdD, ATC	National Athletic Trainers' Association (NATA)
Kristen Schellhase, EdD, ATC, CSCS	National Athletic Trainers' Association (NATA)
Shannon Leftwich Fleming, MA, ATC	Board of Certification (BOC)
Patrick Sexton, EdD, ATR, ATC, CSCS	Board of Certification (BOC)

CAATE commission liaisons: Mark Laursen (2015-2016), Mark Merrick (2016-2017); CAATE staff support: Julie Cavallario

Table 3	
Working Group for Curricular Content	
Name	Affiliation (Role)
Ann Berry	Tri-Rehab (Clinician)
Sara Brown	Boston University (Educator, Group Facilitator)

Cindy Clivio	Hawaii High School Athletic Association (Clinician)
Randy Cohen	University of Arizona (Clinician)
Mary Kirkland	NASA (Clinician)
Mark Laursen	Boston University (Clinician)
Katherine Newsham	St. Louis University (Educator)
Christine Odell	Metropolitan State University–Denver (Educator)
Corey Oshikoya*	University of St. Augustine for Health Sciences (Clinician, Administrator, Educator)
John Parsons	NCAA (Clinician, Administrator)

*Participated in the planning prior to the meeting but was unable to attend the meeting CAATE staff support: Julie Cavallaro

The dynamic nature of Athletic Training Education requires continuous evaluation and updating of the educational standards. This may require the addition of new standards. Space appears at the conclusion of each section, for the placement of new standards related to that section, as they are released and implemented. Standards appearing in these sections will be incorporated into the numbering sequence at set point.

Commission on Accreditation of Athletic Training Education
2020 Standards for Accreditation of Professional Athletic training Programs
Master's Degree Programs
Adoption date: Jan. 9, 2018
Effective date: July 1, 2020

Section I: Program Design and Quality

Standard 1   **The program has a written mission statement that addresses the professional preparation of athletic trainers and aligns with the mission of the institution and the program's associated organizational units.**

Annotation   *Associated organizational units are those under which athletic training falls. For example, if an athletic training program is in a department and the department is in a school, then the mission must be congruent with these units.*

How to Address This Standard
- Describe how the program's mission aligns with both the institution's mission and the mission of all associated organizational units.

Uploads
- Program mission statement
- Institution mission statement
- Mission statement for all associated units (for example, department, school, college, division)

Standard 2   **The program has developed, implemented, and evaluated a framework that describes how the program is designed to achieve its mission and that guides program design, delivery, and assessment.**

Annotation   *This written framework describes essential program elements and how they're connected; these elements include core principles, strategic planning, goals and expected outcomes, curricular design (for example, teaching and learning methods), curricular planning and sequencing, and the assessment plan. The framework is evaluated and refined on an ongoing basis.*

The framework includes program-specific outcomes that are defined by the program; these outcomes include measures of student learning, quality of instruction, quality of clinical education, and overall program effectiveness. Programs must minimally incorporate the student achievement measures identified in Standard 5 as outcomes. Improvement plans must include targeted goals and specific action plans for the communication and implementation of the program.

How to Address This Standard

15

- Describe the development of the program's framework designed to meet its mission, including a description of the essential program elements (see Annotation) and how they are connected.
- Describe how the program has implemented the framework.
- Describe how the program has evaluated and refined the framework on an ongoing basis. Provide a specific example of how the program used this process to improve the program.

Uploads
- The program's framework

*Annotation: updated second paragraph second sentence. Sentence read: "Programs must minimally incorporate the student achievement measures identified in Standard 6 as outcomes." It was updated to read "Programs must minimally incorporate the student achievement measures identified in Standard 5 as outcomes." Approved by Commission on August 11, 2020.

Standard 3   **Development, implementation, and evaluation of the framework engage all core faculty and include other stakeholders as determined by the program.**

Annotation   *All core faculty must participate in the development, implementation, and evaluation of the framework on an ongoing basis. The nature and extent of participation by each core faculty member and other stakeholders is determined by the program.*

How to Address This Standard
- Describe the role of each core faculty member and additional identified stakeholders in the development, implementation, and evaluation of the framework.

Uploads
- N/A

Standard 4   **The results of the program's assessment plan are used for continued program improvement.**

Annotation   *The program analyzes the extent to which it meets its program-specific outcomes and creates an action plan for program improvement and identified deficiencies. The action plan minimally includes identification of responsible person or persons, listing of resources needed, a timeframe, and a strategy to modify the plan as needed.*

How to Address This Standard
- Describe the process used to analyze outcome data and the indicators used to determine the extent to which outcomes are met. Include a list and description of the assessment tools used.
- Describe a minimum of three examples of how assessment results

16

have been used for program quality improvement.

Uploads
- The program mission
- The goals and related outcomes (including those identified in Standard 5)
- Examples (blank) of assessment tools that measure student learning, quality of instruction, quality of clinical education, and overall program effectiveness

Standard 5   **The program collects student achievement measures on an annual basis.**

Annotation   *The following student achievement measures must be collected:*
- *Program graduation rate*
- *Program retention rate*
- *Graduate placement rate*
- *First-time pass rate on the Board of Certification examination*

How to Address This Standard
- Ensure all information related to achievement measures is updated in eAccreditation.

Uploads
- N/A

Standard 6   **The program meets or exceeds a three-year aggregate of 70% first-time pass rate on the BOC Examination.**

Annotation   *Procedures for review and action on this standard are described in the CAATE policies and procedures manual.*

How to Address This Standard
- Ensure all information related to the BOC pass rate is updated in eAccreditation.

Uploads
- N/A

*Standard: Standard 6 has been vacated. Approved by the Commission on February 25, 2022.

Standard 7   **Programs that have a three-year aggregate BOC examination first-time pass rate below 70% must provide an analysis of deficiencies and develop and implement an action plan for correction of BOC-examination pass-rate deficiency.**

Annotation   *This standard only applies in the event that a program is not compliant with Standard 6.*

How to Address This Standard
- N/A

Uploads
- N/A

SECTION I: PROGRAM DESIGN AND QUALITY: New Standards
The dynamic nature of Athletic Training Education requires continuous evaluation and updating of the educational standards. This may require the addition of new standards. Space appears at the conclusion of each section, for the placement of new standards related to that section, as they are released and implemented. Standards appearing in these sections will be incorporated into the numbering sequence at set intervals.

SECTION II: PROGRAM DELIVERY

Standard 8   **Interprofessional education is incorporated within the professional program.**

Annotation   *Varying methods can be used to incorporate interprofessional education. To meet this standard, each student in the program must have multiple exposures to interprofessional education.*

How to Address This Standard
- Describe how interprofessional education is incorporated within the professional program. Specify the associated courses and/or activities that include interprofessional education as a required component of the course.

Uploads
- Documents verifying interprofessional education is a required component of the program

Standard: removed the word "planned." Approved by Commission on October 16, 2020

Standard 9   **All courses used to fulfill athletic training clinical experience requirements and to meet the curricular content standards (Standards 56 through 94) are delivered at the graduate level.**

Annotation   *Graduate-level courses award graduate credit. The determination of whether a course is graduate level is made by the institution.*

How to Address This Standard

- Describe the institutional requirements for graduate-level courses. If the program is a hybrid structure (for example, a 3+2 accelerated baccalaureate program), provide a narrative that explains how the program officially enrolls students into the professional program and at what point graduate-level coursework, as identified by the institution, begins.

Uploads
- Institutional policy verifying how the institution identifies graduate-level coursework
- Curriculum course sequence

Standard 10   **Students fulfill all athletic training clinical experience requirements and curricular content standards (Standards 56 through 94) within the professional program.**

Annotation   *Fulfillment of athletic training clinical experience requirements and curricular content standards prior to enrollment in the professional program is not sufficient to meet this standard. Athletic training clinical experiences must occur during the professional program.*

How to Address This Standard
- Describe the process by which the program officially enrolls students into the professional program and at what point integration of professional content and athletic training clinical experiences commences.

Uploads
- Curriculum course sequence

*Standard and Annotation: updated the clinical experience term by changing it to "athletic training clinical experience" and/or "supplemental clinical experience." Approved by Commission on June 12, 2018

*Annotation: replaced the word "throughout" with "during." Approved by Commission on December 8, 2020.

Standard 11   **The program uses clearly written syllabi for all courses that are part of the professional program.**

Annotation   *Course syllabi include clearly written course objectives, assessment methods, and a daily/weekly schedule. Each syllabus includes sufficient information in the objectives and the daily/weekly schedule to ascertain the curricular content (see Section IV) that is being taught in the course.*

How to Address This Standard
- N/A

Uploads
- Curriculum course sequence
- Syllabus for each course that is part of the professional program

Standard 12   **Course credits are consistent with institutional policy or institutional practice.**

Annotation   *Policy or practice must address credit allocation for all types of courses (for example, didactic, practicum, with associated athletic training and/or supplemental clinical experience components).*

How to Address This Standard
- If no institutional policy exists, describe how course credit allocation is consistent with institutional practice.

Uploads
- Institutional policy on how graduate credit hours are granted for academic courses

*Standard and Annotation: updated the clinical experience term by changing it to "athletic training clinical experience" and/or "supplemental clinical experience." Approved by Commission on June 12, 2018

Standard 13   **The program ensures that the time commitment for completing program requirements does not adversely affect students' progression through the program.**

Annotation   *The program must identify policies and procedures used to ensure that students' program-related time commitments, including time spent in athletic training and supplemental clinical experiences, are not excessive.*

How to Address This Standard
- Describe the process used to develop the policies and/or procedures used to ensure that students' time commitments are not excessive.

Uploads
- The policies and/or procedures

*Standard and Annotation: updated the clinical experience term by changing it to "athletic training clinical experience" and/or "supplemental clinical experience." Approved by Commission on June 12, 2018

Standard 14   **A program's clinical education requirements are met through graduate courses and span a minimum of two academic years.**

How to Address This Standard

- List the courses (course number and title) that include clinical education requirements and when each occurs in the program.

Uploads
- Curricular course sequence
- Syllabus for each course with clinical education requirements

Standard 15 **A program's athletic training clinical experiences and supplemental clinical experiences provide a logical progression of increasingly complex and autonomous patient-care and client-care experiences.**

How to Address This Standard
- Describe the criteria and processes used to determine that a student has attained requisite clinical competence to progress to a subsequent athletic training and/or supplemental clinical experience.
- Describe the process used to determine that students are ready to engage in athletic training and or supplemental clinical experiences and are competent to safely perform skills on a client/patient population.
- Describe how athletic training and/or supplemental clinical experiences are designed to progress the student toward autonomous practice.
- Describe the methods used to ensure that the athletic training and/or supplemental clinical experience and the style of preceptor supervision and feedback are developmentally appropriate for each student based on his/her progression in the program.

Uploads
- N/A

*Annotation: deleted. It was the same as the bullets in "How to Address This Standard." Approved by Commission on June 12, 2018

Standard 16 **The clinical education component includes at least one athletic training immersive clinical experience.**

Annotation   *An athletic training immersive clinical experience is a practice-intensive experience that allows the student to experience the totality of care provided by athletic trainers. Students must participate in the day-to-day and week-to-week role of an athletic trainer for a period of time identified by the program (but minimally one continuous four-week period).*

How to Address This Standard

- Describe the program's athletic training immersive clinical experience requirements, including how the program ensures that students participate in the full-time, day-to-day role of the athletic trainer.
- Describe when the athletic training immersive clinical experience occurs in the curricular course sequence and how the program determines the placement of the athletic training immersive clinical experience.
- If a program includes educational activities outside of the immersive clinical experience, describe how these activities do not detract from the nature of the immersive clinical experience.

Uploads
- N/A

*Standard and Annotation: Added "athletic training" to the term immersive experience. Approved by Commission on June 12, 2018

*Annotation: Deleted last sentence, which stated: "Programs may include online education during the immersive experiences that does not detract from the nature of an immersive clinical experience." Approved by Commission on February 1, 2019

*How to Address This Standard: revised the last bullet in the to state "If a program includes educational activities outside of the immersive experience, describe how these activities do not detract from the nature of the immersive clinical experience." Approved by Commission on February 1, 2019

*Standard: removed the words "is planned to" Approved by Commission on October 16, 2020

Standard 17   **A program's clinical education component includes clinical practice opportunities with varied client/patient populations. Populations must include clients/patients**
- **throughout the lifespan (for example, pediatric, adult, elderly),**
- **of different sexes, with different socioeconomic statuses,**
- **of varying levels of activity and athletic ability (for example, competitive and recreational, individual and team activities, high- and low-intensity activities),**
- **who participate in non-sport activities (for example, participants in military, industrial, occupational, leisure activities, performing arts).**

Annotation   *These clinical practice opportunities should occur in athletic training clinical experiences with real clients/patients in settings where athletic trainers commonly practice. When this is not possible, the program may use simulation to meet portions of this standard. Simulation may be facilitated by a preceptor in a clinical environment or may be completed in a class environment when directed by a faculty member. Students must have adequate real client/patient interactions (athletic training clinical experiences) to prepare them for contemporary clinical practice with a variety of patient populations.*

How to Address This Standard
- Describe how the program's clinical education component is designed to include clinical practice opportunities with varied client/patient populations, and how the program ensures that each student obtains these experiences.
- Describe how the program determines that students have adequate real client/patient interactions to prepare them for contemporary clinical practice with a variety of patient populations.
- If applicable, describe how and why the program utilizes simulation or other patient-based education opportunities to meet portions of this standard.

Uploads
- Individual Student Clinical Assignment Table

*Standard: removed the word "is planned to" Approved by Commission on October 16, 2020

*Annotation: added "Simulation may be facilitated by a preceptor in a clinical environment or may be completed in a class environment when directed by a faculty member." Approved by Commission on March 9, 2021

Standard 18   **Students gain experience with patients with a variety of health conditions commonly seen in athletic training practice.**

Annotation   *Athletic trainers routinely practice in the areas of prevention and wellness, urgent and emergent care, primary care, orthopedics, rehabilitation, behavioral health, pediatrics, and performance enhancement. Within these areas of athletic training practice, the athletic training clinical experience provides students with opportunities to engage with patients with emergent, behavioral (mental health), musculoskeletal, neurological, endocrine, dermatological, cardiovascular, respiratory, gastrointestinal, genitourinary, otolaryngological, ophthalmological, dental, and environmental conditions. When specific opportunities are not possible, programs may use simulation to meet portions of this standard. Simulation may be facilitated by a preceptor in a clinical environment or may be completed in a class environment when directed by a faculty member. Students must have adequate patient/client interactions (athletic training clinical experiences) to prepare them for contemporary clinical practice with patients with a variety of health conditions commonly seen in athletic training practice.*

How to Address This Standard
- Describe how the program ensures that every student gains experience with patients/clients with a variety of health conditions.
- If applicable, describe how, why, and in what instances the program utilizes simulation to meet portions of this standard.

Uploads
- Data on how the program tracks patient encounters for this standard

Annotation: added "Simulation may be facilitated by a preceptor in a clinical environment or may be completed in a class environment when directed by a faculty member." Approved by Commission on March 9, 2021

SECTION II: PROGRAM DELIVERY: New Standards

The dynamic nature of Athletic Training Education requires continuous evaluation and updating of the educational standards. This may require the addition of new standards. Space appears at the conclusion of each section, for the placement of new standards related to that section, as they are released and implemented. Standards appearing in these sections will be incorporated into the numbering sequence at set intervals.

Standard DEI 1	**The program demonstrates systematic diversity, equity, inclusion and social justice efforts in its development, design and delivery.**
Annotation	*Programs advance diversity, equity, inclusion, and social justice through a variety of efforts*

These can include (but are not limited to) the following:

- *participating in institutional efforts to advance diversity, equity, inclusion and social justice;*
- *incorporating diversity, equity, inclusion and social justice across the program curriculum;*
- *recruiting and retaining diverse faculty, students, and preceptors;*
- *improving faculty and preceptors understanding and integration of diversity, equity, inclusion, and social justice;*
- *implementing policies that support a climate of equity and inclusion, free of harassment and discrimination;*
- *community engagements and/or scholarly endeavors (opportunities) that are reflective of diversity, equity, inclusion, and social justice; and*
- *gathering program data that informs the programs diversity, equity, inclusion, and social justice efforts. Sources may include, but are not limited to, demographic reports, retention reports, equity analysis, climate data, participation in DEI activities, competency development, program evaluations, and interviews/focus group data.*

How to Address This Standard

- Describe the current efforts (e.g. institutional, school, department, and program) in advancing diversity, equity, inclusion, and social justice within program development, design and delivery.
- Identify the sources of institutional and program data used to inform diversity, equity, inclusion and social justice efforts

Uploads

- Provide the relevant program data and analysis that informs the program's diversity, equity, inclusion, and social justice efforts.

24

SECTION III: INSTITUTIONAL ORGANIZATION AND ADMINISTRATION

Standard 19   **The sponsoring institution is accredited by an agency recognized by the United States Department of Education or by the Council for Higher Education Accreditation and must be legally authorized to provide a program of postsecondary education. For programs outside of the United States, the institution must be authorized to provide postsecondary education, and the program should be delivered in the English language.**

How to Address This Standard
- N/A

Uploads
- Documentation verifying the institution is accredited by an agency recognized by the United States Department of Education or by the Council for Higher Education Accreditation (If outside the United States, provide documentation verifying that the institution is authorized to provide postsecondary education and that the program is delivered in the English language).

*Standard: updated last sentence. It read … "For programs outside of the United States, the institution must be authorized to provide postsecondary education, and the program must be delivered in the English language." Updated to "For programs outside of the United States, the institution must be authorized to provide postsecondary education, and the program should be delivered in the English language." Approved by Commission on August 11, 2020.

Standard 20   **Professional programs result in the granting of a master's degree in athletic training. The program must be identified as an academic athletic training degree in institutional publications.**

Annotation   *The CAATE recommends a Master of Athletic Training degree. The degree must appear on the official transcript, similar to normal designations for other degrees at the institution. International programs must use language consistent with the host country's nomenclature and have CAATE approval of that language.*

How to Address This Standard
- Describe how the program is listed as a master's degree in institutional public documents.

Uploads
- Official institution document (catalog or state department letter) verifying that Athletic Training is a master's degree
- Official transcript of an athletic training student (a sample transcript or a transcript with all student identifiers blinded)

Standard 21	**The program is administratively housed with similar health care profession programs that are subject to specialized programmatic accreditation.**
Annotation	*The intent of this standard is to ensure the professional socialization of the athletic training program faculty and students within a health care profession culture. If the institution offers no other health care profession programs, or the athletic training program is not administratively housed with similar health care profession programs, explain how the existing organizational structure meets the intent of this standard.*

How to Address This Standard
- Describe the organizational structure of the institution as it pertains to where similar health care profession programs are administratively housed. (If the institution offers no other health care profession programs, or the athletic training program is not administratively housed with similar health care profession programs, explain how the existing organizational structure meets the intent of this standard by ensuring professional socialization of the athletic training faculty and students.)
- Describe how the program ensures professional socialization is taking place for athletic training faculty and students.
- List the health care programs that are housed with the AT program and identify their specialized accreditor.

Uploads
- Official institutional documentation of the organizational structure indicating where similar health care profession programs are administratively housed (for example, catalog, website URL)
- The organizational structure for where the program is administratively housed

*Annotation: replaced the word "them" with "similar health care profession program." Approved by Commission on June 12, 2018

Standard 22	**All sites where students are involved in clinical education (excluding the sponsoring institution) have a current affiliation agreement or memorandum of understanding that is endorsed by the appropriate administrative authority at both the sponsoring institution and site.**
Annotation	*When the administrative oversight of the preceptor differs from the affiliate site, affiliation agreements or memoranda of understanding must be obtained from all parties. All sites (excluding the sponsoring institution) must have affiliation agreements or memoranda of understanding. Any*

experience the student completes to meet clinical education requirements as an athletic training student must have an agreement. Credit and noncredit athletic training clinical experiences or supplemental clinical experiences, including internships, must have affiliation agreements or memoranda of understanding.

How to Address This Standard
- Describe the process used to ensure that there is an executed affiliation agreement or memorandum of understanding with all sites where students are involved in clinical education.

Uploads
- Formal agreements, signed and dated by the appropriate administrative authority (those bearing signature authority) from both the sponsoring institution and each clinical site listed in the directory (If the administrative oversight of the preceptor(s) differs from the affiliate site, provide formal agreements from all parties; for example, if Clinic X contracts athletic trainers to High School A, then those bearing signature authority from Clinic X, High School A, and sponsoring institution must all sign the formal agreement.)

Standard 23	**The institution/program has written policies and procedures that ensure the rights and responsibilities of program students. These policies and procedures are available to the public and must include the following:**
	23A Academic dishonesty policy
	23B Grievance policy
	23C Matriculation requirements
	23D Nondiscrimination policies
	23E Policies for student withdrawal and refund of tuition and fees
	23F Technical standards or essential functions
Annotation	*Policies and procedures may be institutional and not specific to the athletic training program.*

How to Address This Standard
- Describe how the program ensures the policies and procedures are available to the public and how students are informed where to find the policies that meet this standard.

Uploads
- The written policy/procedure or the URL of the page where the policy/procedure is found

Standard 24   **Prospective and enrolled students are provided with relevant and accurate information about the institution and program. These policies and procedures are available to the public and must include the following:**

     24A   **Academic calendars**

     24B   **Academic curriculum and course sequence**

     24C   **Admissions process (including prerequisite courses)**

     24D   **All costs associated with the program, including (but not limited to) tuition, fees, refund policies, travel costs, and clothing**

     24E   **Catalogs**

     24F   **Criminal background check policies**

     24G   **Degree requirements**

     24H   **Financial aid**

     24I   **Grade policies**

     24J   **Immunization requirements**

     24K   **Information about athletic training and supplemental clinical experiences, including travel expectations to clinical sites**

     24L   **Matriculation requirements**

     24M   **Nondiscrimination policies**

     24N   **Procedures governing the award of available funding for scholarships**

     24O   **Program mission, goals, and expected outcomes**

     24P   **Recruitment and admissions information, including admissions criteria, policies regarding transfer of credit, and any special considerations used in the process**

     24Q   **Technical standards or essential functions**

Annotation   *Information may be institutional and not specific to the athletic training program.*

How to Address This Standard
- Describe how prospective and enrolled students are informed and have access to the information that meets Standards 24A through 24Q.
- Describe how the program ensures the information that meets Standards 24A through 24Q is publicly accessible.

Uploads
- The written policy/procedure or the URL of the page where the policy/procedure is found

*Standard and Annotation: updated the clinical experience term by changing it to "athletic training clinical experience" and/or "supplemental clinical experience." Approved by Commission on June 12, 2018

*Standard: deleted "Available information must include the following" and added "These policies and procedures are available to the public and must include the following:" Approved by Commission on June 11, 2019

Standard 25   **The program posts data detailing its student achievement measures.**

Annotation   Data on the following student achievement measures (stated in Standard 5) for the past three years must be posted on, or directly linked from, the program's home page:

- *Program graduation rate*
- *Program retention rate*
- *Graduate placement*
- *First-time pass rate on the Board of Certification examination*

How to Address This Standard

- N/A

Uploads

- The URL of the athletic training home page that shows the student achievement measures data or the direct link from the home page to the student achievement measures data and a screenshot of the student achievement measures data

Standard 26   **Students are protected by and have access to written policies and procedures that protect the health and safety of clients/patients and the student. At a minimum, the policies and procedures must address the following:**

26A   **A mechanism by which clients/patients can differentiate students from credentialed providers**

26B   **A requirement for all students to have emergency cardiac care training before engaging in athletic training and supplemental clinical experiences**

26C   **Blood-borne pathogen protection and exposure plan procedures that are immediately accessible (including requirements that students receive training, before being placed in a potential exposure situation and annually thereafter, and that students have access to and use of appropriate blood-borne pathogen barriers and control measures at all sites)**

26D   **Calibration and maintenance of equipment according to manufacturer guidelines**

26E   **Communicable and infectious disease transmission procedures that are immediately accessible**

26F   **Immunization requirements for students**

26G   **Patient/client privacy protection (FERPA and HIPAA)**

26H   **Radiation exposure (as applicable) procedures that are immediately accessible**

26I   **Sanitation precautions, including ability to clean hands before and after patient encounters**

26J   **Venue-specific training expectations (as required)**

26K   **Venue-specific critical incident response procedures (for example, emergency action plans) that are immediately accessible to students in an emergency situation**

Annotation   *These policies and procedures pertain to all learning environments where students are involved in real or simulated client/patient care (including teaching laboratories).*

Inherent in the development of policies and procedures is the expectation that they are implemented.

How to Address This Standard
- Describe how the program ensures that all learning environments where students are involved in real or simulated client/patient care (including teaching laboratories) have policies and procedures that meet Standards 26A through 26K and that these policies and procedures are accessible to students in the program.
- Provide a narrative of how the program ensures that each site's policies and procedures that meet Standard 26A-26K satisfy a standard of quality established by the program.

Uploads
- The written policy/procedure or the URL to the page where the policy/procedure is found

*Standard and Annotation: updated the clinical experience term by changing it to "athletic training clinical experience" and/or "supplemental clinical experience." Approved by Commission on June 12, 2018

*Standard: added language "procedures that are immediately accessible" to 26C, 26E, 26H. Approved by Commission on June 11, 2019

*How to Address This Standards: deleted bullet "Describe how the program ensures each policy and procedure that meets Standards 26A through 26K is publicly accessible" and added "Describe how the program ensures each policy and procedure that meets Standards 26A through 26K is accessible to students in the program." Approved by Commission on June 11, 2019

*How to Address This Standards: deleted bullets "Describe how the program ensures each policy and procedure that meets Standards 26A through 26K is accessible to students in the program"; "Describe how the program implements each policy and procedure that meets Standards 26A through 26K and how the program ensures each one is being met"; "Describe how the policy and procedures that meets Standards 26A through 26K were developed and the resources (I.e., national, state, institutional) used to develop the policy and procedure" and added "Describe how the program ensures that all learning environments where students are involved in real or simulated client/patient care (including teaching laboratories) have policies and procedures that meet Standards 26A through 26K and that these policies and procedures are accessible to students in the program" and "Provide a narrative of how the program ensures that each site's policies and procedures that meet Standard 24A-26K satisfy a standard or quality established by the program" Approved by Commission on October 16, 2020

Standard 27   **The institution/program maintains appropriate student records in secure locations. Student records must include the following:**
27A   **Program admissions applications**
27B   **Progression through the curriculum**

30

27C	**Disciplinary actions (if applicable)**
27D	**Clinical placements**
27E	**Verification of annual blood-borne pathogen training**
27F	**Verification of compliance with the program's technical standards requirements**
27G	**Verification of completed criminal background checks (if applicable)**
27H	**Verification of privacy training (for example, HIPAA and FERPA, as applicable)**
27I	**Verification of notification of communicable/infectious disease transmission policy and post-exposure plan**
27J	**Compliance with immunization policies**
27K	**Verification that the program's students are protected by professional liability insurance**

How to Address This Standard
- Describe how the student records that meet Standards 27A through 27K are maintained in secure locations.

Uploads
- N/A

Standard 28   **Admission of students to the professional program is made in accordance with the program's identified criteria and processes, which are made publicly available.**

Annotation   *Admissions criteria and processes must be consistently reported anywhere they are published.*

How to Address This Standard
- Describe the program's criteria and processes used for admissions of students into the program.
- Describe how the program ensures each of the admission criteria and processes are consistently reported and publicly accessible.

Uploads

- The URL of each site that describes the admissions process
- The URL of each site that describes criteria for admission
- A blank application packet for student admission to the professional program

Standard 29   **The program ensures that each student is oriented to the policies and procedures of their clinical site.**

Annotation   *Orientations must occur at the start of the experience and before a client/patient encounter at the site. The orientation for* *athletic training and supplemental clinical experiences* *must include (but is not limited to) the following:*

- *Critical incident response procedures (for example, emergency action plans)*
- *Blood-borne pathogen exposure plan*
- *Communicable and infectious disease policies*
- *Documentation policies and procedures*
- *Patient privacy and confidentiality protections*
- *Plan for clients/patients to be able to differentiate practitioners from students*

The orientation for other clinical education opportunities that involve client/patients may vary based on the nature of the experience.

How to Address This Standard
- Describe the process used to ensure that each student is oriented to a clinical site's policies and procedures at the start of the experience before patient/client encounters.
- Describe how a preceptor is educated on the information that must be included during an orientation

Uploads
- N/A

*Standard and Annotation: updated the clinical experience term by changing it to "athletic training clinical experience" and/or "supplemental clinical experience." Approved by Commission on June 12, 2018

Standard 30   **The program and its stakeholders (e.g. administrators, faculty, staff and preceptors) foster civil, equitable, and professional learning environments that are free from harassment and discrimination.**

How to Address This Standard
- Describe how the program and stakeholders foster civil, equitable, and professional learning environments that are free from harassment and discrimination.
- Identify the sources of program data used that helps the program determine that professional learning environments are civil, equitable, and free from harassment and discrimination.

Uploads

- The program's nonprejudicial or nondiscrimination policy for educational opportunities and placements
- Policies and procedures may be institutional and not specific to the athletic training program.

- Provide the relevant program data, that helps the program determine that professional learning environments are civil, equitable, and free from harassment and discrimination.

*Standard, How to Address this Standard and Uploads updated to include DEI specific language. Implementation of this updated standard begins immediately, with required reporting in annual reports and self-studies beginning July 1, 2022. Approved by Commission May 11, 2021.

Standard 31   **Athletic training clinical experiences are supervised by a preceptor who is an athletic trainer or a physician.**

Annotation   *Note that supplemental clinical experience opportunities involve other health care providers as preceptors, but these opportunities would not fulfill clinical experience requirements as defined in Standards 56 through 94.*

How to Address This Standard
- Describe how the program ensures that all athletic training clinical experiences (direct patient/client care) are supervised by a preceptor who is an athletic trainer or a physician.
- Ensure that the preceptor profiles in the directory are current.

Uploads
- N/A

Standard 32   **Regular and ongoing communication occurs between the program and each preceptor.**

Annotation   *All parties are informed about the program framework, individual student needs, student progress, and assessment procedures. The regularity and nature of communication is defined by the program.*

How to Address This Standard
- Describe how regular and ongoing communication occurs between the program and its preceptors, including information about the program framework, individual student needs, student progress, and assessment procedures.
- Describe how the program defines regular and ongoing communication with the preceptor and the nature of the communication.

Uploads
- N/A

Standard 33   **All active clinical sites are evaluated by the program on an annual basis.**

Annotation   *The program determines the nature and components of the evaluation. These sites include those at the sponsoring institution. Active* clinical sites *are those where students have been placed during the current academic year.*

How to Address This Standard
- Describe the processes whereby the program's clinical sites are evaluated by the program on an annual basis.
- Provide the name and affiliation of the representative (or representatives) of the program who evaluates the program's clinical sites. If the Coordinator of Clinical Education is not the person assigned to evaluate the clinical sites, explain the relationship to the program and qualification of the individual who conducted the evaluation.

Uploads
- N/A

Standard 34   **All program policies, procedures, and practices are applied consistently and equitably.**

Annotation   *This standard provides a mechanism for programs to respond to inquiries about compliance with program policies. Programs are not required to submit evidence of compliance for this standard within a self-study. Evidence of compliance is required only when programs are responding to specific inquiry about potential noncompliance. The nature of evidence requested will depend on the nature of the inquiry.*

How to Address This Standard
- N/A

Uploads
- N/A

Standard 35   **Program policies, procedures, and practices provide for compliance with accreditation policies and procedures, including the following:**
- **Maintenance of accurate information, easily accessible to the public, on the program website regarding accreditation status and current student achievement measures**
- **Timely submission of required fees and documentation, including reports of program graduation rates and graduate placement rates**
- **Timely notification of expected or unexpected substantive changes within the program and of any change in institutional accreditation status or legal authority to provide postsecondary education**

Annotation   Associated due dates are established by the CAATE and are available in the CAATE Policy and Procedure manual. Programs are not required to submit evidence of compliance for this standard within a self-study. Evidence of compliance is required only when programs are responding to specific inquiry from the CAATE about potential noncompliance. The nature of evidence requested will depend on the nature of the inquiry.

How to Address This Standard
- N/A

Uploads
- N/A

Standard 36   **The program/institution demonstrates honesty and integrity in all interactions that pertain to the athletic training program.**

Annotation   Programs are not required to submit initial evidence of compliance for this standard within a self-study. Evidence of compliance is required only when programs are responding to specific inquiry from the CAATE about potential noncompliance. The nature of evidence requested will be dependent on the nature of the inquiry.

How to Address This Standard
- N/A

Uploads
- N/A

Standard 37   **The program director is a full-time faculty member whose primary assignment is to the athletic training program. The program director's experience and qualifications include the following:**
- **An earned doctoral degree**
- **Contemporary expertise** **in the field of athletic training**
- **Certification and good standing with the Board of Certification**
- **NPI number with appropriate health care field designation**
- **Current state athletic training credential and good standing with the state regulatory agency in the state in which the program is housed (in states with regulation)**
- **Previous clinical practice as an athletic trainer**
- **Scholarship**
- **Previous full-time academic appointment with teaching responsibilities at the postsecondary level**

Annotation   Annotation: The program director's faculty status, rights, and responsibilities are consistent with similar positions at the institution and provide appropriate program representation in institutional decisions.

35

Any person who is employed as a program director in a CAATE-accredited program as of July 1, 2020, will remain eligible for employment as a program director at a CAATE-accredited institution without an earned doctoral degree.

How to Address This Standard
- Describe the program director's qualifications, including the following:
  - An earned doctoral degree (unless already employed as a program director at the time of implementation of the 2020 Standards)
  - Scholarship
  - Previous full-time academic appointment with teaching responsibilities at the postsecondary level
- Describe how the program director fulfills the definition of contemporary expertise in the field of athletic training.
- Ensure directory information is updated to verify current BOC certification, state athletic training license (as applicable), and NPI number with appropriate health care field designation for the program director

Uploads
- Verification that the program director's rights, privileges, and responsibilities are consistent with similar positions at the institution
- The program director's curriculum vitae
- Contemporary Expertise Table
- Evidence of employment as a program director at the time of implementation of the 2020 *Standards* (needed only if the program director does not have an earned doctorate)

Uploads: added bullet "Verification of NPI number with appropriate health care field designation." Approved by Commission on June 11, 2019

Standard: added bullet "NPI number with appropriate health care field designation." Approved by Commission on January 11, 2022.

How to Address This Standard: added bullet "Ensure directory information is updated to verify current BOC certification, state athletic training license (as applicable), and NPI number with appropriate health care field designation for the program director." Approved by Commission on January 11, 2022.

Uploads: deleted the bullets "Verification of current BOC certification of the coordinator of clinical education", "Verification of NPI number with appropriate healthcare field designation", and "Verification of the state athletic training license of the program director (as applicable)." Approve by Commission on January 11, 2022.

Standard 38   **The program director is responsible for the management and administration of the program.**

This includes the following responsibilities:
- **Program planning and operation, including development of the framework**
- **Program evaluation**
- **Maintenance of accreditation**
- **Input into budget management**
- **Input on the selection of program personnel**
- **Input on the evaluation of program personnel**

How to Address This Standard
- Describe the program director's role with regard to the following responsibilities:
    - Program planning and operation, including development of the framework
    - Program evaluation
    - Maintenance of accreditation
    - Input into budget management
    - Input on the selection of program personnel
- Input on the evaluation of program personnel

Uploads

- The program director's job description; please delete all personal information (for example, salary, social security number) from the document
- A copy of the program director's work agreement, contract, or letter of appointment indicating his/her faculty status; please delete all personal information (for example, salary, social security number) from the document

Standard 39   **The coordinator of clinical education is a core faculty member whose primary appointment is to the athletic training program and who has responsibility to direct clinical education. The coordinator of clinical education's experience and qualifications include the following:**
- **Contemporary expertise in athletic training**
- **Certification and good standing with the Board of Certification**
- **NPI number with appropriate health care field designation**
- **Possession of a current state athletic training credential and good standing with the state regulatory agency in the state in which the program is housed (in states with regulation)**
- **Previous clinical practice in athletic training**

Annotation   *The title of this individual is determined by the institution, and the position should be consistent with the responsibilities of others at the institution who have similar roles. This individual is not the same person as the program director.*

How to Address This Standard
- Describe the qualifications of coordinator of clinical education,

including previous clinical practice in athletic training.
- Describe how the coordinator of clinical education fulfills the definition of contemporary expertise in the field of athletic training.
- Ensure directory information is updated to verify current BOC certification, state athletic training license (as applicable), and NPI number with appropriate health care field designation for the coordinator of clinical education

Uploads
- The curriculum vitae of the coordinator of clinical education
- Verification of the faculty status of the coordinator of clinical education
- Verification that the rights, privileges, and responsibilities of the coordinator of clinical education are consistent with similar positions at the institution
- Contemporary Expertise Table

*Uploads: added bullet "Verification of NPI number with appropriate health care field designation." Approved by Commission on June 11,2019

*Standard: added bullet "NPI number with appropriate health care field designation." Approved by Commission on January 11, 2022.

*How to Address This Standard: added bullet "Ensure directory information is updated to verify current BOC certification, state athletic training license (as applicable), and NPI number with appropriate health care field designation for the coordinator of clinical education." Approved by Commission on January 11, 2022.

*Uploads: deleted the bullets "Verification of current BOC certification of the coordinator of clinical education", "Verification of NPI number with appropriate healthcare field designation", and "Verification of the state athletic training license of the coordinator of clinical education (as applicable)." Approve by Commission on January 11, 2022.

Standard 40	**The coordinator of clinical education is responsible for oversight of the clinical education portion of the program. This includes the following responsibilities:** • **Oversight of student clinical progression** • **Student assignment to athletic training clinical experiences and supplemental clinical experiences** • **Clinical site evaluation** • **Student evaluation** • **Regular communication with preceptors** • **Professional development of preceptors** • **Preceptor selection and evaluation**
Annotation	*Communication with the preceptors includes familiarizing them with the program framework. Professional development of preceptors is specific to development of their role as preceptor.*

How to Address This Standard

- Describe the role of the coordinator of clinical education in the following:
    - Oversight of student clinical progression
    - Student assignment to athletic training clinical experiences and supplemental clinical experiences
    - Clinical site evaluation
    - Student evaluation
    - Regular communication with preceptors
    - Professional development of preceptors
    - Preceptor selection and evaluation

Uploads

- The job description of the coordinator of clinical education; please delete all personal information (for example, salary, social security number) from the document
- A copy of the work agreement, contract, or letter of appointment of the coordinator of clinical education, indicating his/her faculty status; please delete all personal information (for example, salary, social security number) from the document

Standard 41	**Program faculty numbers are sufficient to meet the needs of the athletic training program and must include a minimum of three core faculty.**
Annotation	*Program faculty may include core faculty, associated faculty, and adjunct faculty. The needs of the program include advising and mentoring students, meeting program outcomes, scholarship, program administration, recruiting and admissions, and offering courses on a regular and planned basis.*
	Programs are required to have sufficient numbers of faculty to meet the needs of the athletic training program by the date of the implementation of these standards. Compliance with the requirement that the program has a minimum of three core faculty is required after July 1, 2023. Until July 1, 2023 programs will be required to maintain compliance with the 2012 Standard (Standard 30) requiring a minimum of two core faculty.

How to Address This Standard

- Describe how the number of program faculty members is sufficient to meet the needs of the athletic training program.
- Ensure that the faculty profile in directory is current

Uploads

- N/A

*Annotation: added language "Until July 1, 2023, programs will be required to maintain compliance with the 2012 Standard (Standard 30) requiring a minimum of two core faculty."

Standard 42 **The core faculty have contemporary expertise in assigned teaching areas, demonstrated effectiveness in teaching, and evidence of scholarship.**

How to Address This Standard
- Describe how each core faculty member fulfills the definition of contemporary expertise in the field of athletic2 training and how the contemporary expertise aligns with their teaching responsibilities.
- Describe how the teaching effectiveness of core faculty is assessed.
- Describe scholarship as defined at the institution.
- Describe each core faculty member's scholarship.

Uploads
- Curriculum vitae for each core faculty member
- Contemporary Expertise Table for each core faculty member

Standard 43 **The program director, coordinator of clinical education and other core faculty have assigned load that is sufficient to meet the needs of the program.**

Annotation *Faculty may have other institutional duties that do not interfere with the management, administration, and delivery of the program. Assigned load must be comparable to other faculty with similar roles within the institution or at other peer institutions.*

How to Address This Standard
- Describe how faculty workload is assigned at the institution.
- Describe the process used to arrive at the assigned load for program faculty.
- Describe how the assigned load is comparable to other faculty with similar roles within the institution or at other peer institutions.
- Describe the process by which peer institutions were identified.
- If the assigned load of the program director, coordinator of clinical education, and other core faculty deviates from institutional policy/practice, please provide additional explanation.

Uploads
- Institutional documents that describe how load is assigned (e.g., faculty handbook, website pages)
- A letter—signed and dated by the program director, the chair, and the dean who is responsible for the program—verifying the institutional process for defining (or determining) and implementing load allocation for the program director, coordinator of clinical education, and other core faculty; please include a printed name and title next to each signature for clarity

- Faculty Work-Load Table

Standard 44 **All faculty who instruct athletic training skills necessary for direct patient care must possess a current state credential and be in good standing with the state regulatory agency (in states where their profession is regulated). In addition, faculty who are solely credentialed as athletic trainers and who teach skills necessary for direct patient care must be BOC certified and have an NPI number with an appropriate health care field designation.**

How to Address This Standard
- Ensure directory information is updated to verify current BOC certification, state athletic training license (as applicable), and NPI number with appropriate health care field designation for all faculty who teach skills necessary for direct patient care.

Uploads
- N/A

*Uploads: added bullet "Verification of NPI number with appropriate healthcare field designation." Approved by Commission on June 11, 2019.

*Standard: added "and have an NPI number with an appropriate health care field designation" to the last sentence. Approved by the Commission on January 11, 2022.

*How to Address This Standard: added "Ensure directory information is updated to verify current BOC certification, state athletic training license (as applicable), and NPI number with appropriate health care field designation for all faculty who teach skills necessary for direct patient care." Approve by Commission on January 11, 2022.

*Uploads: deleted bullets: "Verification of all state credentials for faculty members who instruct athletic training skills necessary for direct patient care", "Verification of BOC certification for all faculty members who are solely credentialed as athletics trainers who teach skills necessary for direct patient care", and "Verification of NPI number with appropriate health care field designation".

Standard 45 **Preceptors are health care providers whose experience and qualifications include the following:**
- **Licensure as a health care provider, credentialed by the state in which they practice (where regulated)**
- **BOC certification in good standing and state credential (in states with regulation) for preceptors who are solely credentialed as athletic trainers**
- **NPI number with appropriate health care field designation**
- **Planned and ongoing education for their role as a preceptor**

41

- **Contemporary expertise**

Annotation   *Preceptor education is designed to promote an effective learning environment and may vary based on the educational expectations of the experiences. The program must have a plan for ongoing preceptor training.*

How to Address This Standard
- Describe the selection process for preceptors.

- Describe the program's plan for preceptor education and how it is designed to promote an effective learning environment.
- Describe the frequency and nature of preceptor education and how it varies based on the educational expectations of the experiences.
- Describe how each preceptor fulfills the definition of contemporary expertise in the field of athletic training and how the contemporary expertise aligns with the responsibilities of preceptor.
- Ensure directory information is updated to verify current BOC certification (as applicable), state licensure as a healthcare provider (where regulated), and NPI number with appropriate health care field designation for all preceptors.

Uploads
- Contemporary Expertise Table for each preceptor

*Uploads: added bullet "Verification of NPI number with appropriate health care field designation." Approved by Commission on June 11, 2019

*Standard: added bullet "NPI number with appropriate health care field designation." Approved by Commission on January 11, 2022.

*How to Address This Standard: added bullet "Ensure directory information is updated to verify current BOC certification (as applicable) state licensure as a healthcare provider (where regulated), and NPI number with appropriate health care field designation for all preceptors." Approved by Commission on January 11, 2022.

*Uploads: deleted the bullets "Verification of state licensing for all preceptors", "Verification of BOC certification for preceptors who are solely credentialed as athletic trainers", and "Verification of NPI number with appropriate healthcare field designation." Approve by Commission on January 11, 2022.

Standard 46   **Preceptors function to supervise, instruct, and mentor students during clinical education in accordance with the program's policies and procedures. Preceptors who are athletic trainers or physicians assess students' abilities to meet the curricular content standards (Standards 56 through 94).**

How to Address This Standard
- Describe how the program ensures that preceptors function to supervise, instruct, and mentor students during clinical education.
- Describe how preceptors are informed about the program's policies and procedures.
- Explain how each preceptor's adherence to program policies and procedures is assessed.
- Describe how the program ensures that students are supervised during their clinical education.
- Describe how preceptors who are athletic trainers or physicians assess students' abilities to meet Standards 56 through 94.

Uploads
- N/A

Standard 47   **The number and qualifications of preceptors are sufficient to meet the clinical education needs of the program.**

How to Address This Standard
- Describe how the program determines that the number and qualifications of preceptors are sufficient to meet the clinical education needs of the program.

Uploads
- N/A

Standard 48   **Program faculty and preceptors receive regular evaluations and feedback on their performance pertaining to quality of instruction and student learning.**

Annotation   *This evaluation process should be incorporated into the assessment plan that is a component of the framework (see Standard 2). The program must determine the regularity with which faculty and preceptors are evaluated.*

How to Address This Standard
- Describe how program faculty receive regular evaluations and feedback on their performance pertaining to quality of instruction and student learning, specifically within the program and institution.
- Describe how preceptors receive regular evaluations and feedback on their performance pertaining to quality of instruction and student learning.

Uploads
- N/A

Standard 49 **The program has a medical director who is actively involved in the program.**

Annotation *The medical director supports the program director in ensuring that both didactic instruction and athletic training and supplemental clinical experiences meet current practice standards as they relate to the athletic trainer's role in providing client/patient care.*

How to Address This Standard
- Describe how the medical director supports the program director in ensuring that both didactic instruction and clinical education meet current practice standards as they relate to the athletic trainer's role in providing client/patient care.

Uploads
- The current license of the medical director
- A work agreement, contract, appointment letter, or MOU for the medical director

*Standard and Annotation: updated the clinical experience term by changing it to athletic training clinical experience" and/or "supplemental clinical experience." Approved by Commission on June 12, 2018

Standard 50 **The program has administrative and technical support staff to meet its expected program outcomes and professional education, scholarship, and service goals.**

How to Address This Standard
- Describe how the program's administrative and technical support staff are sufficient to meet the expected program outcomes and professional education, scholarship and service goals.

Uploads
- N/A

Standard 51 **The available technology, the physical environment, and the equipment are of sufficient quality and quantity to meet program needs, including the following:**

51A **Classrooms and labs are of adequate number and size to accommodate the number of students, and they are available for exclusive use during class times.**

51B **Necessary equipment required for teaching a contemporary athletic training curriculum is provided.**

51C **Offices are provided for program staff and faculty on a consistent basis to allow program administration and confidential student counseling.**

51D **The available technology is adequate to support effective teaching and learning.**

Annotation   *If a program incorporates remote learning or multi-campus locations, the evidence of compliance should describe how these standards are met at all locations.*

How to Address This Standard
- Describe the available classroom and lab space used for athletic training education.
- Explain how the program ensures that the space is available for exclusive use during class times.
- Describe how the program ensures that it has the equipment necessary for teaching all components of its curriculum.
- Describe the process by which office space is assured for program faculty and staff on a consistent basis.
- Describe the extent to which available technology is adequate to support effective teaching and learning, including at remote locations and at multiple campus locations.
- If the program incorporates remote learning or multiple campus locations, the narratives must describe how the program meets the standard at each location.

Uploads
- Optional

Standard 52   **The program's students have sufficient access to advising, counseling services, health services, disability services, and financial aid services.**

Annotation   *Availability of student support services at remote locations (for example, during* *athletic training and supplemental clinical experiences**) must be comparable to those for students located on campus.*

How to Address This Standard
- Describe the access to support services that students have, including students who are at remote locations.
- For programs with remote locations, describe how the availability of support services for these students is comparable to support services for those students located on campus.

Uploads
- N/A

*Standard and Annotation: updated the clinical experience term by changing it to "athletic training clinical experience" and/or "supplemental clinical experience." Approved by Commission on June 12, 2018

Standard 53   **Financial resources are adequate to achieve the program's stated mission, goals, and expected program outcomes.**

Annotation   *Funding must be available for expendable supplies, equipment maintenance and calibration, course instruction, operating expenses, faculty professional development, and capital equipment.*

How to Address This Standard
- Describe the program's financial resources and how those resources are adequate, in context to the size of program, to meet the program's stated mission, goals, and expected program outcomes.
- Describe the budget allocation process.
- Describe how funds are allocated for expendable supplies, equipment maintenance and calibration, course instruction, operating expenses, faculty professional development, and capital equipment.

Uploads
- N/A

SECTION III: INSTITUTIONAL ORGANIZATION and ADMINISTRATION: New Standards
The dynamic nature of Athletic Training requires continuous evaluation and updating of the educational standards. This may require the addition of new standards. Space appears at the conclusion of each section, for the placement of new standards related to that section, as they are released and implemented. Standards appearing in these sections will be incorporated into the numbering sequence at set intervals.

SECTION IV: CURRICULAR CONTENT

Prerequisite Coursework and
Foundational Knowledge

Standard 54   **The professional program requires prerequisite classes in biology, chemistry, physics, psychology, anatomy, and physiology at the postsecondary level.**

Annotation   *The program determines the classes that meets these standards and supports the program's curricular plan.*

Additional prerequisite coursework may be required as determined by the program.

How to Address This Standard
- Describe how the program determines the classes that meet this standard and supports the program's curricular plan.
- Describe how the program ensures all students complete prerequisite coursework prior to matriculation in the professional program.

Uploads
- Curricular course sequence
- Program's policy regarding how prerequisite classes are evaluated

* Uploads: added bullet: "program's policy regarding how prerequisite classes are evaluated." Approved by Commission December 11, 2018

* How to Address This Standard: deleted "admission to" and replaced it with "matriculation in." The bullet will read "Describe how the program ensures all students complete prerequisite coursework prior to matriculation in the professional program." Approved by Commission June 11, 2019

Standard 55   **Students must gain foundational knowledge in statistics, research design, epidemiology, pathophysiology, biomechanics and pathomechanics, exercise physiology, nutrition, human anatomy, pharmacology, public health, and health care delivery and payor systems.**

Annotation   *Foundational knowledge areas can be incorporated as prerequisite coursework, as a component of the professional program, or both.*

How to Address This Standard
- Describe how the program incorporates each of the foundational knowledge areas.

- If foundational knowledge is incorporated as prerequisite coursework, describe how the program determines that the content is sufficient for entry into the program.

Uploads
- Table of Courses that have foundational knowledge and criteria to determine successful completion of courses
- Curricular course sequence
- Course syllabi for all courses in the professional program that incorporate foundational knowledge areas

47

*Uploads: deleted bullet which stated: "Program's policy regarding how transfer credits are evaluated that is aligned with the institution's policy" and "Institution's policy regarding how transfer credits are evaluated." Approved by Commission December 11, 2018

The professional program content will prepare the graduate to do the following:

Standards 56-94:

*Uploads: deleted bullet "Syllabus (or syllabi); highlight the course objective(s) and/or the daily/weekly schedule associate with the standard." Approved by Commission June 11, 2019

*How to Address This Standard: added bullet "List the objective(s) and/or the daily/weekly schedule from the course syllabi that are associated with this Standard (include the course prefix and course number with each objective.)" Approved by Commission June 11, 2019

Standards 56-94

*How to address This Standard: deleted bullets "List the objectives and/or daily/weekly schedule from the course syllabi that are associated with this Standard (include the course prefix and course number with each objective)." "Describe the learning experiences (didactic and athletic training clinical experience) associated with this standard and how student performance is assessed." "Provide examples (didactic and athletic training clinical experience) of outcome data used to verify an acceptable level of student performance." Added bullets "Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standards." "Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used." Approved by Commission April 4, 2022.

*Uploads: deleted bullet "Assessment tool(s) that verifies that students are prepared to practice in this content area." Added Bullet "Assessment tool(s) used to determine student level of performance, if applicable." Approved by Commission April 4, 2022.

Standard DEI 2

*How to address This Standard: deleted bullets "List the objectives and/or daily/weekly schedule from the course syllabi that are associated with this Standard (include the course prefix and course number with each objective)." "Describe the learning experiences (didactic and athletic training clinical experience) associated with this standard and how student performance is assessed." "Provide examples (didactic and athletic training clinical experience) of outcome data used to verify an acceptable level of student performance."

Added bullets "Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standards." "Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used." Approved by Commission May 10, 2022.

*Uploads: deleted bullet "Assessment tool(s) that verifies that students are prepared to practice in this content area." Added Bullet "Assessment tool(s) used to determine student level of performance, if applicable." Approved by Commission May 10, 2022.

Core Competencies

Core Competencies: Patient-Centered Care

Standard 56

Annotation

Advocate for the health needs of clients, patients, communities, and populations.

Advocacy encompasses activities that promote health and access to health care for individuals, communities, and the larger public.

How to Address This Standard
- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.
- Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.

Uploads
- Assessment tool(s) used to determine student level of performance, if applicable.

Standard 57

Analyze the impact of health literacy and social determinants of health on patient care and outcomes to determine healthcare strategies that empower patients and improve outcomes.

How to Address This Standard
- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.
- Describe how these learning experiences are assessed and provide

example(s) of assessment tool(s) used.

Uploads
- Assessment tool(s) used to determine student level of performance, if applicable.

Standard 58   **Incorporate patient education and self-care programs to engage patients and their families and friends to participate in their care and recovery.**

How to Address This Standard
- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.
- Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.

Uploads
- Assessment tool(s) used to determine student level of performance, if applicable.

Standard 59   **Communicate effectively and appropriately with clients/patients, family members, coaches, administrators, other health care professionals, consumers, payors, policy makers, and others.**

How to Address This Standard
- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.
- Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.

Uploads
- Assessment tool(s) used to determine student level of performance, if applicable.

Standard 60   Use the **International Classification of Functioning, Disability, and Health (ICF)** as a framework for delivery of patient care and communication about patient care.

How to Address This Standard
- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.
- Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.

Uploads
- Assessment tool(s) used to determine student level of performance, if applicable.

Core Competencies: Interprofessional Practice and Interprofessional Education

Standard 61   **Practice in collaboration with other health care and wellness professionals.**

How to Address This Standard
- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.
- Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.

Uploads
- Assessment tool(s) used to determine student level of performance, if applicable.

Core Competencies: Evidence-Based Practice

Standard 62   **Provide athletic training services in a manner that uses evidence to inform practice.**
Annotation   *Evidence-based practice includes using best research evidence, clinical expertise, and patient values and circumstances to connect didactic content taught in the classroom to clinical decision making.*

How to Address This Standard
- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience

ensures students are prepared to perform the skills associated
with the standard.
- Describe how these learning experiences are assessed and provide
example(s) of assessment tool(s) used.

Uploads
- Assessment tool(s) used to determine student level of performance, if applicable.

Core Competencies: Quality Improvement

Standard 63　**Use systems of quality assurance and quality improvement to enhance client/patient care.**

How to Address This Standard
- Identify the courses and/or clinical education experiences
where students gain learning opportunities associated with
this standard and describe how each learning experience
ensures students are prepared to perform the skills associated
with the standard.
- Describe how these learning experiences are assessed and provide
example(s) of assessment tool(s) used.

Uploads
- Assessment tool(s) used to determine student level of performance, if applicable.

Core Competencies: Health Care Informatics

Standard 64　**Apply contemporary principles and practices of health informatics to the administration and delivery of patient care, including (but not limited to) the ability to do the following:**
- **Use data to drive informed decisions**
- **Search, retrieve, and use information derived from online databases and internal databases for clinical decision support**
- **Maintain data privacy, protection, and data security**
- **Use medical classification systems (including International Classification of Disease codes) and terminology (including Current Procedural Terminology)**
- **Use an electronic health record to document, communicate, and manage health-related information; mitigate error; and support decision making.**

How to Address This Standard
- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.
- Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.

Uploads
- Assessment tool(s) used to determine student level of performance, if applicable.

Core Competencies: Professionalism

Standard 65　　**Practice in a manner that is congruent with the ethical standards of the profession.**

How to Address This Standard
- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.
- Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.

Uploads
- Assessment tool(s) used to determine student level of performance, if applicable.

Standard 66　　**Practice health care in a manner that is compliant with the BOC Standards of Professional Practice and applicable institutional/organizational, local, state, and federal laws, regulations, rules, and guidelines. Applicable laws and regulations include (but are not limited to) the following:**
- **Requirements for physician direction and collaboration**
- **Mandatory reporting obligations**
- **Health Insurance Portability and Accountability Act (HIPAA)**
- **Family Education Rights and Privacy Act (FERPA)**
- **Universal Precautions/OSHA Bloodborne Pathogen Standards**
- **Regulations pertaining to over-the-counter and prescription medications**

How to Address This Standard
- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with

this standard and describe how each learning experience
ensures students are prepared to perform the skills associated
with the standard.
- Describe how these learning experiences are assessed and provide
example(s) of assessment tool(s) used.

<u>Uploads</u>
- Assessment tool(s) used to determine student level of performance, if applicable.

Standard 67 **Self-assess professional competence and create professional development plans according to personal and professional goals and requirements.**

<u>How to Address This Standard</u>
- Identify the courses and/or clinical education experiences
where students gain learning opportunities associated with
this standard and describe how each learning experience
ensures students are prepared to perform the skills associated
with the standard.
- Describe how these learning experiences are assessed and provide
example(s) of assessment tool(s) used.

<u>Uploads</u>
- Assessment tool(s) used to determine student level of performance, if applicable.

Standard 68 **Advocate for the profession.**

<u>How to Address This Standard</u>
- Identify the courses and/or clinical education experiences
where students gain learning opportunities associated with
this standard and describe how each learning experience
ensures students are prepared to perform the skills associated
with the standard.
- Describe how these learning experiences are assessed and
provide example(s) of assessment tool(s) used.

<u>Uploads</u>
- Assessment tool(s) used to determine student level of performance, if applicable.

Patient/Client Care

Care Plan
_____

Standard 69   **Develop a care plan for each patient. The care plan includes (but is not limited to) the following:**
- **Assessment of the patient on an ongoing basis and adjustment of care accordingly**
- **Collection, analysis, and use of patient-reported and clinician-rated outcome measures to improve patient care**
- **Consideration of the patient's goals and level of function in treatment decisions**
- **Discharge of the patient when goals are met, or the patient is no longer making progress**
- **Referral when warranted**

How to Address This Standard
- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.
- Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.

Uploads
- Assessment tool(s) used to determine student level of performance, if applicable.

Examination, Diagnosis, and Intervention
_____

Standard 70   **Evaluate and manage patients with acute conditions, including triaging conditions that are life threatening or otherwise emergent. These include (but are not limited to) the following conditions:**
- **Cardiac compromise (including emergency cardiac care, supplemental oxygen, suction, adjunct airways, nitroglycerine, and low-dose aspirin)**
- **Respiratory compromise (including use of pulse oximetry, adjunct airways, supplemental oxygen, spirometry, meter-dosed inhalers, nebulizers, and bronchodilators)**

55

- **Conditions related to the environment: lightning, cold, heat (including use of rectal thermometry)**
- **Cervical spine compromise**
- **Traumatic brain injury**
- **Internal and external hemorrhage (including use of a tourniquet and hemostatic agents)**
- **Fractures and dislocations (including reduction of dislocation)**
- **Anaphylaxis (including administering epinephrine using automated injection device)**
- **Exertional sickling, rhabdomyolysis, and hyponatremia**
- **Diabetes (including use of glucometer, administering glucagon, insulin)**
- **Drug overdose (including administration of rescue medications such as naloxone)**
- **Wounds (including care and closure)**
- **Testicular injury**
- **Other musculoskeletal injuries**

How to Address This Standard
- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.
- Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.

Uploads
- Assessment tool(s) used to determine student level of performance, if applicable.

Standard 71 **Perform an examination to formulate a diagnosis and plan of care for patients with health conditions commonly seen in athletic training practice. This exam includes the following:**
- **Obtaining a medical history from the patient or other individual**
- **Identifying comorbidities and patients with complex medical conditions**
- **Assessing function (including gait)**
- **Selecting and using tests and measures that assess the following, as relevant to the patient's clinical presentation:**
  - o **Cardiovascular system (including auscultation)**
  - o **Endocrine system**
  - o **Eyes, ears, nose, throat, mouth, and teeth**
  - o **Gastrointestinal system**
  - o **Genitourinary system**
  - o **Integumentary system Mental status**
  - o **Musculoskeletal system**
  - o **Neurological system**

- o **Pain level**
- o **Reproductive system**
- o **Respiratory system (including auscultation)**
- o **Specific functional tasks**
- **Evaluating all results to determine a plan of care, including referral to the appropriate provider when indicated**

How to Address This Standard
- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.
- Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.

Uploads
- Assessment tool(s) used to determine student level of performance, if applicable.

Standard 72   **Perform or obtain the necessary and appropriate diagnostic or laboratory tests—including (but not limited to) imaging, blood work, urinalysis, and electrocardiogram—to facilitate diagnosis, referral, and treatment planning.**

How to Address This Standard
- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.
- Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.

Uploads
- Assessment tool(s) used to determine student level of performance, if applicable.

Standard 73   **Select and incorporate interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan. Interventions include (but are not limited to) the following:**
- **Therapeutic and corrective exercise**
- **Joint mobilization and manipulation**
- **Soft tissue techniques**
- **Movement training (including gait training)**
- **Motor control/proprioceptive activities**

- **Task-specific functional training**
- **Therapeutic modalities**
- **Home care management**
- **Cardiovascular training**

How to Address This Standard
- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.
- Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.

Uploads
- Assessment tool(s) used to determine student level of performance, if applicable.

Standard 74   **Educate patients regarding appropriate pharmacological agents for the management of their condition, including indications, contraindications, dosing, interactions, and adverse reactions.**

How to Address This Standard
- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.
- Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.

Uploads
- Assessment tool(s) used to determine student level of performance, if applicable.

Standard 75   **Administer medications or other therapeutic agents by the appropriate route of administration upon the order of a physician or other provider with legal prescribing authority.**

How to Address This Standard
- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.
- Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.

Uploads
- Assessment tool(s) used to determine student level of performance, if applicable.

Standard 76 **Evaluate and treat a patient who has sustained a concussion or other brain injury, with consideration of established guidelines:**
- **Performance of a comprehensive examination designed to recognize concussion or other brain injury, including (but not limited to) neurocognitive evaluation, assessment of the vestibular and vision systems, cervical spine involvement, mental health status, sleep assessment, exertional testing, nutritional status, and clinical interview**
- **Re-examination of the patient on an ongoing basis**
- **Recognition of an atypical response to brain injury**
- **Implementation of a plan of care (addressing vestibular and oculomotor disturbance, cervical spine pain, headache, vision, psychological needs, nutrition, sleep disturbance, exercise, academic and behavioral accommodations, and risk reduction)**
- **Return of the patient to activity/participation**
- **Referral to the appropriate provider when indicated**

How to Address This Standard
- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.
- Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.

Uploads
- Assessment tool(s) used to determine student level of performance, if applicable.

Standard 77 **Identify, refer, and give support to patients with behavioral health conditions. Work with other health care professionals to monitor these patients' treatment, compliance, progress, and readiness to participate. These behavioral health conditions include (but are not limited to) the following:**
- **Suicidal ideation**
- **Depression**
- **Anxiety Disorder**
- **Psychosis**
- **Mania**
- **Eating Disorders**
- **Attention Deficit Disorders**

59

How to Address This Standard
- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.
- Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.

Uploads
- Assessment tool(s) used to determine student level of performance, if applicable.

*Annotation was moved to Standard. Annotation was deleted. Commission approved August 11, 2020

Standard 78   **Select, fabricate, and/or customize prophylactic, assistive, and restrictive devices, materials, and techniques for incorporation into the plan of care, including the following:**
- **Durable medical equipment**
- **Orthotic devices**
- **Taping, splinting, protective padding, and casting**

How to Address This Standard
- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.
- Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.

Uploads
- Assessment tool(s) used to determine student level of performance, if applicable.

Prevention, Health Promotion, and Wellness

Standard 79   **Standard 79 Develop and implement strategies to mitigate the risk for long-term health conditions across the lifespan.**
These include (but are not limited to) the following conditions:
- **Adrenal diseases**
- **Cardiovascular disease**

- **Diabetes**
- **Neurocognitive disease**
- **Obesity**
- **Osteoarthritis**

How to Address This Standard
- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.
- Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.

Uploads
- Assessment tool(s) used to determine student level of performance, if applicable.

Standard 80   **Develop, implement, and assess the effectiveness of programs to reduce injury risk.**

How to Address This Standard
- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.
- Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.

Uploads
- Assessment tool(s) used to determine student level of performance, if applicable.

Standard 81   **Plan and implement a comprehensive preparticipation examination process to affect health outcomes.**

How to Address This Standard
- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.
- Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.

Uploads
- Assessment tool(s) used to determine student level of performance, if applicable.

Standard 82   **Develop, implement, and supervise comprehensive programs to maximize sport performance that are safe and specific to the client's activity.**

How to Address This Standard
- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.
- Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.

Uploads
- Assessment tool(s) used to determine student level of performance, if applicable.

Standard 83   **Educate and make recommendations to clients/patients on fluids and nutrients to ingest prior to activity, during activity, and during recovery for a variety of activities and environmental conditions.**

How to Address This Standard
- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.
- Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.

Uploads
- Assessment tool(s) used to determine student level of performance, if applicable.

Standard 84   **Educate clients/patients about the effects, participation consequences, and risks of misuse and abuse of alcohol, tobacco, performance-enhancing drugs/substances, and over-the-counter, prescription, and recreational drugs.**

Annotation   •

How to Address This Standard
- Identify the courses and/or clinical education experiences

where students gain learning opportunities associated with
this standard and describe how each learning experience
ensures students are prepared to perform the skills associated
with the standard.
- Describe how these learning experiences are assessed and provide
example(s) of assessment tool(s) used.

Uploads
- Assessment tool(s) used to determine student level of performance, if applicable.

Standard 85   **Monitor and evaluate environmental conditions to make appropriate
recommendations to start, stop, or modify activity in order to prevent
environmental illness or injury.**

How to Address This Standard
- Identify the courses and/or clinical education experiences
where students gain learning opportunities associated with
this standard and describe how each learning experience
ensures students are prepared to perform the skills associated
with the standard.
- Describe how these learning experiences are assessed and provide
example(s) of assessment tool(s) used.

Uploads
- Assessment tool(s) used to determine student level of performance, if applicable.

Standard 86   **Select, fit, and remove protective equipment to minimize the risk of injury or re-
injury.**

How to Address This Standard
- Identify the courses and/or clinical education experiences
where students gain learning opportunities associated with
this standard and describe how each learning experience
ensures students are prepared to perform the skills associated
with the standard.
- Describe how these learning experiences are assessed and provide
example(s) of assessment tool(s) used.

Uploads
- Assessment tool(s) used to determine student level of performance, if applicable.

Standard 87   **Select and use biometrics and physiological monitoring systems and translate the**

data into effective preventive measures, clinical interventions, and performance enhancement.

How to Address This Standard
- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.
- Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.

Uploads
- Assessment tool(s) used to determine student level of performance, if applicable.

Health Care Administration

Standard 88   **Perform administrative duties related to the management of physical, human, and financial resources in the delivery of health care services. These include (but are not limited to) the following duties:**
- **Strategic planning and assessment**
- **Managing a physical facility that is compliant with current standards and regulations**
- **Managing budgetary and fiscal processes**
- **Identifying and mitigating sources of risk to the individual, the organization, and the community**
- **Navigating multipayor insurance systems and classifications**
- **Implementing a model of delivery (for example, value-based care model)**

How to Address This Standard
- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.
- Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.

Uploads
- Assessment tool(s) used to determine student level of performance, if applicable.

Standard 89   **Use a comprehensive patient-file management system (including diagnostic and procedural codes) for documentation of patient care and health insurance**

management.

How to Address This Standard
- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.
- Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.

Uploads
- Assessment tool(s) used to determine student level of performance, if applicable.

Standard 90   **Establish a working relationship with a directing or collaborating physician.**
Annotation   *This standard is specific to preparing an athletic trainer to fulfill the Board of Certification Standards of Professional Practice, specifically Standard 1, "The Athletic Trainer renders service or treatment under the direction of, or in collaboration with a physician, in accordance with their training and the state's statutes, rules and regulations."*[1]

How to Address This Standard
- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.
- Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.

Uploads
- Assessment tool(s) used to determine student level of performance, if applicable.

Standard 91   **Develop, implement, and revise policies and procedures to guide the daily operation of athletic training services.**
Annotation   *Examples of daily operation policies include pharmaceutical management, physician referrals, and inventory management.*

How to Address This Standard
- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.

- Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.

<u>Uploads</u>
- Assessment tool(s) used to determine student level of performance, if applicable.

Standard 92 **Develop, implement, and revise policies that pertain to prevention, preparedness, and response to medical emergencies and other critical incidents.**

<u>How to Address This Standard</u>
- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.
- Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.

<u>Uploads</u>
- Assessment tool(s) used to determine student level of performance, if applicable.

Standard 93 **Develop and implement specific policies and procedures for individuals who have sustained concussions or other brain injuries, including the following:**
- **Education of all stakeholders**
- **Recognition, appraisal, and mitigation of risk factors**
- **Selection and interpretation of baseline testing**
- **Agreement on protocols to be followed, including immediate management, referral, and progressive return to activities of daily living, including school, sport, occupation, and recreation**

<u>How to Address This Standard</u>
- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.

- Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.

<u>Uploads</u>
- Assessment tool(s) used to determine student level of performance, if applicable.

Standard 94   **Develop and implement specific policies and procedures for the purposes of identifying patients with behavioral health problems and referring patients in crisis to qualified providers.**

How to Address This Standard
- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.

- Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.

Uploads
- Assessment tool(s) used to determine student level of performance, if applicable.

SECTION IV: CURRICULAR CONTENT: New Standards

The dynamic nature of Athletic Training requires continuous evaluation and updating of the educational standards. This may require the addition of new standards. Space appears at the conclusion of each section, for the placement of new standards related to that section, as they are released and implemented. Standards appearing in these sections will be incorporated into the numbering sequence at set intervals.

Standard DEI 2   **Standard DEI 2: Practice cultural competency, foster cultural humility, and demonstrate respect in client/patient care. This includes (but is not limited to) the following:**
- **Using contemporary nomenclature of various identities.**
- **Analyzing the impact of group identification, including the intersectionality of multiple identities, on health disparities, patient care, and patient outcomes.**
- **Analyzing the impact of marginalization on health disparities, patient care, and patient outcomes.**
- **Developing strategies that minimize the impact of clinician-based bias, prejudice, and privilege on patient interactions.**
- **Devising patient-centered interventions to diverse populations that account for the healthcare delivery system**

How to Address This Standard
- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.
- Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.

Uploads

- Assessment tool(s) used to determine student level of performance, if applicable.

Glossary

Academic year: Customary annual period of sessions at an institution. The academic year is defined by the institution.

Action plan for correction of BOC examination pass-rate deficiency:
A. A review and analysis of the program's previously submitted action plans. This should include
    1. any assessment data used to evaluate the previous action plan,
    2. a discussion of strategies that have and have not worked, and
    3. any revisions that have been made to the previous action plan based on subsequent assessment data.
B. Analysis of the program's current BOC examination pass rate (for the most recent three years) and progress toward compliance, including
    1. the number of students enrolled in the program in each of the past three years,
    2. the number of students who have attempted the exam in each of the past three years,
    3. the cohort-by-cohort first-time pass rate for each of the past three exam cohorts, and
    4. the three-year aggregate first-time pass rate for each of the past three years.
C. Projection for the program's anticipated exam outcomes for next year.
    This is an analysis of how well the program believes its new action plan (see below) will improve exam performance for the next exam cohort and how they expect this to affect their three-year aggregate first-time pass rate in the next year. The analysis must include
    1. an analysis of the number of students expected to take the exam in the next year, based on current enrollment;
    2. a conservative estimated annual first-time pass rate for the upcoming year, given the steps outlined in the action plan (see below) and current student potential;
    3. a conservative estimated three-year aggregate first-time pass rate for the upcoming year, based on the projection provided (see above); and
    4. a narrative discussing the likelihood that the program will come into compliance with Standard 6 in the next year, given the data provided in C.1, C.2, and C.3 above.

The action plan, developed as part of the analytic progress report, must include all of the elements identified in Standard 5. These include
    1. developing targeted goals and action plans to achieve the desired outcomes,
    2. stating the timelines for reaching the outcomes, and
    3. identifying the person or persons responsible for each element of the action plan.
    4. Updating the elements of the action plan as they are met or as circumstances change.

Adjunct faculty: Individuals contracted to provide course instruction on a full-course or partial-course basis but whose primary employment is elsewhere inside or outside the institution. Adjunct faculty may be paid or unpaid.

Affiliation agreement: A formal agreement between the program's institution and a facility where the program wants to send its students for course-related and required off-campus clinical education. This agreement defines the roles and responsibilities of the host site, the affiliate, and the student. *See also* Memorandum of understanding.

Assessment plan: A description of the process used to evaluate the extent to which the program is meeting its stated educational mission, goals, and outcomes. The assessment plan involves the collection of information from a variety of sources and must incorporate assessment of the quality of instruction (didactic and clinical), quality of clinical education, student learning, and overall program effectiveness. The formal assessment plan must also include the required student achievement measures identified in Standard 5. The assessment plan is part of the framework.

Associated faculty: Individuals with a split appointment between the program and another institutional entity (for example, athletics, another program, or another institutional department). These faculty members may be evaluated and assigned responsibilities by multiple supervisors.

Athletic trainer: Health care professionals who render service or treatment, under the direction of or in collaboration with a physician, in accordance with their education and training and the state's statutes, rules, and regulations. As a part of the health care team, services provided by athletic trainers include primary care, injury and illness prevention, wellness promotion and education, emergent care, examination and clinical diagnosis, therapeutic intervention, and rehabilitation of injuries and medical conditions. An athletic trainer is state credentialed (in states with regulation), certified, and in good standing with the Board of Certification.

> *Added 'An athletic trainer is state credentialed (in states with regulation), certified and in good standing with the Board of Certification" to the definition; approved by Commission on February 1, 2019

Athletic training clinical experiences: Direct client/patient care guided by a preceptor who is an athletic trainer or physician. Athletic training clinical experiences are used to verify students' abilities to meet the curricular content standards. When direct client/patient care opportunities are not available, simulation may be used for this verification. Simulation may be facilitated by a preceptor in a clinical environment or may be completed in a class environment when directed by a faculty member. *See also* Clinical education.

> *Definition added; approved by Commission on June 12, 2018
> *Sentence added: "Simulation may be facilitated by a preceptor in a clinical environment or may be completed in a class environment when directed by a faculty member." Approved by Commission on March 9, 2021

Biometrics: Measurement and analysis of physical characteristics and activity.

Clinical education: A broad umbrella term that includes three types of learning opportunities to prepare students for independent clinical practice: athletic training clinical experiences, simulation, and supplemental clinical experiences.

Clinical site: A facility where a student is engaged in clinical education.

Contemporary expertise: Knowledge and training of current concepts and best practices in routine areas of athletic training, which can include prevention and wellness, urgent and emergent care, primary care, orthopedics, rehabilitation, behavioral health, pediatrics, and performance enhancement. Contemporary expertise is achieved through mechanisms such as advanced education, clinical practice experiences, clinical research, other forms of scholarship, and continuing education. It may include specialization in one or more of the identified areas of athletic training practice. An individual's role within the athletic training program should be directly related to the person's contemporary expertise.

Core faculty: Faculty with full faculty status, rights, responsibilities, privileges, and college voting rights as defined by the institution and who have primary responsibility to the program. These faculty members are appointed to teach athletic training courses, advise, and mentor students in the athletic training program. Core, full-time faculty report to, are evaluated by, and are assigned responsibilities by the administrator (chair or dean), in consultation with the program director, of the academic unit in which the program is housed. A core faculty member must be an athletic trainer or physician.

> *Added last sentence 'A core faculty member must be an athletic trainer or physician" to the definition; approved by Commission on February 1, 2019

Cultural competency: the ability of both providers and systems to provide care to patients with diverse

values, beliefs and behaviors, including tailoring delivery to meet patients' social, cultural, and linguistic needs.[2,3]

   *Added definition of cultural competency; approved by Commission on May 11, 2021.

Cultural humility: A lifelong process of self-reflection and self-critique by which an individual willingly interacts with diverse individuals and not only learns about the cultures of others, but also examines their own beliefs and cultural identities to create an environment of empowerment, respect, and optimal care for all. Cultural humility includes sensitivity to historical realities of marginalization, violence, and oppression against certain groups.[4,5]

   *Added definition of cultural humility; approved by Commission on May 11, 2021.

Durable medical equipment: Equipment that can withstand repeated use, is primarily and customarily used to serve a medical purpose, is generally not useful to a person in the absence of an illness or injury, and is appropriate for use in the home.[6]

Electronic health record: A real-time, patient-centered, and HIPAA-compliant digital version of a patient's paper chart that can be created and managed by authorized providers across more than one health care organization.

Evidence-based practice: The conscientious, explicit, and judicious use of current best evidence in making decisions about the care of an individual patient. The practice of evidence-based medicine involves the integration of individual clinical expertise with the best available external clinical evidence from systematic research. Evidence-based practice involves the integration of best research evidence with clinical expertise and patient values and circumstances to make decisions about the care of individual patients.[7]

Faculty: *See* Adjunct faculty; Associated faculty; Core faculty.

First-time pass rate on the Board of Certification examination: The percentage of students who take the Board of Certification examination and pass it on the first attempt. Programs must post the following data for the past three years on their website: the number of students graduating from the program who took the examination; the number and percentage of students who passed the examination on the first attempt; and the overall number and percentage of students who passed the examination, regardless of the number of attempts.

Foundational knowledge: Content that serves as the basis for applied learning in an athletic training curriculum.

Framework: A description of essential program elements and how they're connected, including core principles, strategic planning, curricular design (for example, teaching and learning methods), curricular planning and sequencing, and the assessment plan (including goals and outcome measures).

Goals: Specific statements of educational intention that describe what must be achieved for a program to meet its mission.

Graduate placement rate: Percentage of students within six months of graduation who have obtained positions in the following categories: employed as an athletic trainer, employed as other, and not employed. Programs must post the following data for the past three years on their website: the number of students who graduated from the program, the number and percentage of students employed as an athletic trainer, the number and percentage of students employed as other, and the number and percentage of students not employed.

Health care providers: Individuals who hold a current credential to practice the discipline in the state and whose discipline provides direct patient care in a field that has direct relevancy to the practice and discipline of athletic training. These individuals may or may not hold formal appointments to the instructional faculty.

Health care informatics: The interdisciplinary study of the design, development, adoption, and application of information-technology-based innovations in the delivery, management, and planning of health care services.[8]

Health literacy: The degree to which an individual has the capacity to obtain, process, and understand basic health information and services in order to make appropriate health decisions.[9]

Identities: identities that include but are not limited to: race; ethnicity; religion; national origin; age; marital status; disabilities/ability; sexual orientation; sex; gender; gender identity and expression; socioeconomic status; religion/spirituality; political affiliation; literacy/health literacy.

   *Added definition of identifies; approved by Commission on May 11, 2021.

Immersive clinical experience: A practice-intensive experience that allows the student to experience the totality of care provided by athletic trainers.

International Classification of Functioning, Disability, and Health (ICF): A conceptual model that provides a framework for clinical practice and research. The ICF is the preferred model for the athletic training profession.[10]

Interprofessional education: When students from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes.[11]

Interprofessional practice: The ability to interact with, and learn with and from, other health professionals in a manner that optimizes the quality of care provided to individual patients.

Medical director: Currently licensed allopathic or osteopathic physician who is certified by an ABMS- or AOA-approved specialty board and who serves as a resource regarding the program's medical content.

Memorandum of understanding: Document describing a bilateral agreement between parties. This document generally lacks the binding power of a contract.

Mission: A formal summary of the aims and values of an institution or organization, college/division, department, or program.

Outcomes: Indicators of achievement that may be quantitative or qualitative.

Patient-centered care: Care that is respectful of, and responsive to, the preferences, needs, and values of an individual patient, ensuring that patient values guide all clinical decisions. Patient-centered care is characterized by efforts to clearly inform, educate, and communicate with patients in a compassionate manner. Shared decision making and management are emphasized, as well as continuous advocacy of injury and disease prevention measures and the promotion of a healthy lifestyle.[12]

Physician: Health care provider licensed to practice allopathic or osteopathic medicine.

Physiological monitoring systems: Ongoing measurement of a physiological characteristic. Examples include heart rate monitors, pedometers, and accelerometers.

Preceptor: Preceptors supervise and engage students in clinical education. All preceptors must be licensed health care professionals and be credentialed by the state in which they practice. Preceptors who are athletic trainers are state credentialed (in states with regulation), certified, and in good standing with the Board of Certification. A preceptor's licensure must be appropriate to his or her profession. Preceptors must not be currently enrolled in the professional athletic training program at the institution. Preceptors for athletic

training clinical experiences identified in Standards 14 through 18 must be athletic trainers or physicians.

Professionalism: Relates to personal qualities of honesty, reliability, accountability, patience, modesty, and self- control. It is exhibited through delivery of patient-centered care, participation as a member of an interdisciplinary team, commitment to continuous quality improvement, ethical behavior, a respectful demeanor toward all

persons, compassion, a willingness to serve others, and sensitivity to the concerns of diverse patient populations.[13]

Professional preparation: The preparation of a student who is in the process of becoming an athletic trainer (AT). Professional education culminates with eligibility for Board of Certification (BOC) certification and appropriate state credentialing.

Professional program: The graduate-level coursework that instructs students on the knowledge, skills, and clinical experiences necessary to become an athletic trainer, spanning a minimum of two academic years.

Professional socialization: Process by which an individual acquires the attitudes, values and ethics, norms, skills, and knowledge of a subculture of a health care profession.[14]

Program graduation rate: Measures the progress of students who began their studies as full-time degree-seeking students by showing the percentage of these students who complete their degree within 150% of "normal time" for completing the program in which they are enrolled. Programs must post the following data for the past three years on their website: the number of students admitted to the program, the number of students who graduated, and the percentage of students who graduated.

Program personnel: All faculty (core, affiliated, and adjunct) and support staff involved with the professional program.

Program retention rate: Measures the percentage of students who have enrolled in the professional program who return to the institution to continue their studies in the program the following academic year. Programs must post the following data for the past three years on their website: the number of students who enrolled in the program, the number of students returning for each subsequent academic year, and the percentage of students returning for each subsequent academic year.

Quality assurance: Systematic process of assessment to ensure that a service is meeting a desired level.

Quality improvement: Systematic and continuous actions that result in measurable improvement in health care services and in the health status of targeted patient groups.[15] Quality improvement includes identifying errors and hazards in care; understanding and implementing basic safety design principles such as standardization and simplification; continually understanding and measuring quality of care in terms of structure, process, and outcomes in relation to patient and community needs; and designing and testing interventions to change processes and systems of care, with the objective of improving quality.[16]

Scholarship: Scholarly contributions that are broadly defined in four categories.[17]
- *Scholarship of discovery* contributes to the development or creation of new knowledge.
- *Scholarship of integration* contributes to the critical analysis and review of knowledge within disciplines or the creative synthesis of insights contained in different disciplines or fields of study.
- *Scholarship of application/practice* applies findings generated through the scholarship of integration or discovery to solve real problems in the professions, industry, government, and the community.
- *Scholarship of teaching* contributes to the development of critically reflective knowledge associated with teaching and learning.

Social justice: Social justice in healthcare is recognizing that equitable healthcare, which encompasses access to and quality of care, is a fundamental right and that healthcare providers promote fair treatment so that disparities are eliminated.

*Add definition of social justice; approved by Commission on May 11, 2021.

Simulation: An educational technique, not a technology, to replace or amplify real experiences with guided experiences that evoke or replicate substantial aspects of the real world in a fully interactive manner.[18] Simulation may be facilitated by a preceptor in a clinical environment or may be completed in a class environment when directed by a faculty member. *See also* Clinical education.

*Sentence added: "Simulation may be facilitated by a preceptor in a clinical environment or may be completed in a class environment when directed by a faculty member." Approved by Commission on March 9, 2021.

Social determinants of health: The conditions in which people are born, grow, live, work, and age. These circumstances are shaped by the distribution of money, power, and resources at global, national, and local levels.[19]

Socioeconomic status: The social standing or class of an individual or group, frequently measured in terms of education, income, and occupation. Socioeconomic status has been linked to inequities in access to resources, and it affects psychological and physical health, education, and family well-being.[20]

Supervision: Supervision occurs along a developmental continuum that allows a student to move from interdependence to independence based on the student's knowledge and skills as well as the context of care. Preceptors must be onsite and have the ability to intervene on behalf of the athletic training student and the patient. Supervision also must occur in compliance with the state practice act of the state in which the student is engaging in client/patient care. If the patient/client care is occurring via telehealth or telemedicine, the preceptor must concurrently monitor the patient/client care through appropriate telecommunication technology.

*Added last sentence 'If the patient/client care is occurring via telehealth or telemedicine, the preceptor must concurrently monitor the patient/client care through appropriate telecommunication technology" to the definition; approved by Commission on October 16, 2020

Supplemental clinical experiences: Learning opportunities supervised by health care providers other than athletic trainers or physicians. *See also* Clinical education.

*Definition added; approved by Commission on June 12, 2018

Technical standards: The physical and mental skills and abilities of a student needed to fulfill the academic and clinical requirements of the program. The standards promote compliance with the Americans with Disabilities Act (ADA) and must be reviewed by institutional legal counsel.

Telehealth: Telehealth is an umbrella term that encompasses the use of telecommunication technology for non-clinical health-related purposes. Some uses of telehealth include enhancing and supporting clinical services and providing individual or public health education.

*Definition added; approved by Commission on October 16, 2020

Telemedicine: Telemedicine involves the delivery of patient/client care remotely using appropriate information and communication technologies. Patient/client care provided via telemedicine must occur in compliance with all local, state, and federal laws.

*Definition added; approved by Commission on October 16, 2020

Value-based care models: Health care delivery system focused on the value of care delivered rather than on a fee-for-services approach.[21]

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Attachment G

ABOUT APSU   ADMISSIONS   ACADEMICS   CAMPUS LIFE   ATHLETICS   I AM...

- APSU Organization
- Who was Austin Peay?
- Accreditation
- Mission and Vision
- Strategic Plan +
- Institutional Mission Profile
- Notable Austin Peay Alumni
- Centers of Excellence
- Chairs of Excellence
- Fast Facts About APSU
- The History of Austin Peay
- Governors Traditions
- Clarksville Campus
- Institutional Disclosures
- Legends +

Mission, Vision, Values

Our Mission

Austin Peay State University is a mission-driven, community-minded institution that provides transformational experiences through innovative, creative and scholarly activities. We welcome and inspire an inclusive community of learners to make a positive impact regionally and globally.

Our Vision

We will be the region's university of choice for those seeking to improve their lives. We will achieve this vision through student-centered teaching, unique developmental opportunities and our focus on innovative research and public service.

Our Values

We are a collaborative community that values personal growth and lifelong engagement through the promotion of integrity and academic excellence.

ACADEMIC EXCELLENCE

By providing meaningful and practical learning opportunities with highly qualified and dedicated faculty and staff.

INTEGRITY

By maintaining an honest, fair and credible environment.

COMMUNITY

By fostering learning in an environment where all are welcomed and valued.

PERSONAL GROWTH

By providing the knowledge, tools and resources for all Governors to reach their full potential.

LIFELONG ENGAGEMENT

By providing services, programs and experiences that promote loyalty, pride and mutual support.

COLLABORATION

By enriching our local, regional and global communities through value-added programs, strategic partnerships and meaningful service.

Strategic Plan

Austin Peay State University
601 College Street
Clarksville, TN 37044

(931) 221-7011

Clarksville Campus
Austin Peay Center at Fort Campbell
Felix G. Woodward Library

OneStop   PATHWAY

Careers at APSU
Non-Discrimination Policy
Title IX
ADA
Emergency Management
Accreditation
Privacy
Contact Us

2020-2021 CAATE ANALYTIC REPORT

This report describes Commission on Accreditation of Athletic Training Education (CAATE) accredited Athletic Training programs (professional, post-professional, and residency). Unless otherwise noted, the data included in this fact sheet were derived from the 2020-2021 Annual Report completed in October of 2021, data from eAccreditation software profiles at the time of Annual Report submission, and from information provided by the Board of Certification, Inc. (BOC) regarding pass-rate on the BOC certification examination for Athletic Trainers in December of 2021.

CAATE

Commission on Accreditation
of Athletic Training Education

TABLE OF CONTENTS

2020-2021 CAATE Analytic Report Overview

This eighth annual analytics report contains detailed demographic information about the 290 accredited programs at the professional and post-professional degree and residency levels. The eAccreditation software that houses our annual reports supplies the CAATE with detailed information provided by the programs that, in addition to informing the public, allows us to annually view the growth and changes to the landscape of athletic training education. The quality of data contained in this document is reliant on the self-reported data provided by program directors in the Annual Report.

The 2020-2021 CAATE Analytic Report is only available online. To download, view and print the report as a PDF file, go to the CAATE's website at **CAATE website**.

For questions, please contact **support@caate.net**.

PROFESSIONAL DEGREE PROGRAM INFORMATION

Graduation from a CAATE accredited Athletic Training Professional program leads to eligibility to sit for the Board of Certification, Inc. (BOC) certification examination for Athletic Trainers (ATs). Successfully passing the BOC certification examination is a necessary step in entering the profession of athletic training. CAATE accredited Athletic Training Professional programs are currently available at either the baccalaureate or master's degree levels. Programs will no longer be able to admit, enroll or matriculate students into baccalaureate level professional programs as of fall 2022.

Professional Program Overview

The Typical Professional Athletic Training Program at a Glance:	
Institution Type	Public
Degree Awarded	Master of Science in Athletic Training
Admissions Process	Secondary Admissions
New Students Admitted	7.5 Students*
Program Enrollment	16 Students*
Student Enrollment by Gender Ratio	2:1 Female to All Other Genders
Student Enrollment by Race Ratio	3:1 White to All Other Races
Preceptor to Student Ratio (Clinical)	1:2
Program Director	Tenure Track Faculty, 10-month Appointment, Academic Doctorate Degree
Director of Clinical Education	Non-Tenure Track Faculty, 10-month Appointment, Academic Doctorate Degree

*Denotes decrease from last year's 'At a Glance' data

PROFESSIONAL DEGREE PROGRAM INFORMATION

Accreditation Status

During the 2020-2021 academic year, there were a total of 272 CAATE accredited professional programs (a 12.3% decrease in accredited programs from the previous year), with eight of those receiving initial accreditation during the year. Two programs did not provide complete data reports and have been excluded from calculations.

During the 2020-2021 year, there were an additional 11 programs actively seeking initial accreditation (i.e., submitted the self-study on July 1, 2022) for a total of 285 professional athletic training programs that were either accredited or actively seeking accreditation. An additional 13 institutions have initiated the process of seeking initial accreditation for a professional program (i.e., have paid for access to eAccreditation but have not completed the self-study process). Lastly, during the 2020-2021 academic year, the CAATE received 4 voluntary withdrawals of accreditation, which indicates that a program will be no longer accepting students but will continue to teach out the students they have already accepted. Programs that voluntarily withdraw accreditation will continue to complete annual reports each year until after graduating their final cohort and, as such, will continue to appear as accredited programs in the analytics report until the time at which no more students are enrolled.

Total Accredited Professional Programs: Four-Year Compairions (2018-2021)
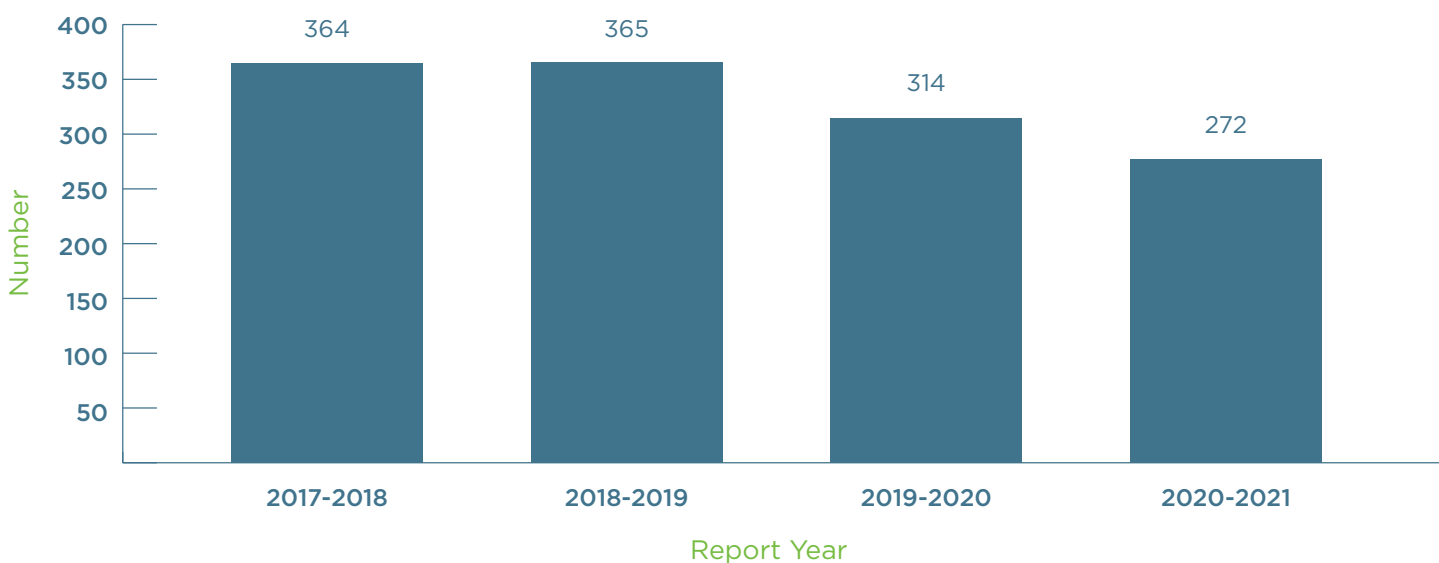
PROFESSIONAL DEGREE PROGRAM INFORMATION

2020–2021 Comprehensive Reviews

For the 2020-2021 academic year, 36 professional programs completed the Comprehensive Review process. Twenty-eight of these programs sought continuing accreditation.

Institution Type, Carnegie Classification and Location

Of the accredited professional programs (N=207), one was offered at a proprietary (private for profit) institution. One program is offered outside of the United States and therefore was excluded from the charts demonstrating institution type and Carnegie Classification. Most professional programs were offered at public institutions (57.2%). Most professional programs resulted in a master's degree (79.2%). Last year (2018-2019), 52.6% of accredited programs were offered at public institutions and 34.2% of those programs resulted in a baccalaureate degree.

Professional Program Institution Type

43%
Private Not-for-Profit *(n=115)*

0%
Proprietary (Private for Profit) *(n=1)*

56%
Public *(n=154)*

n=270
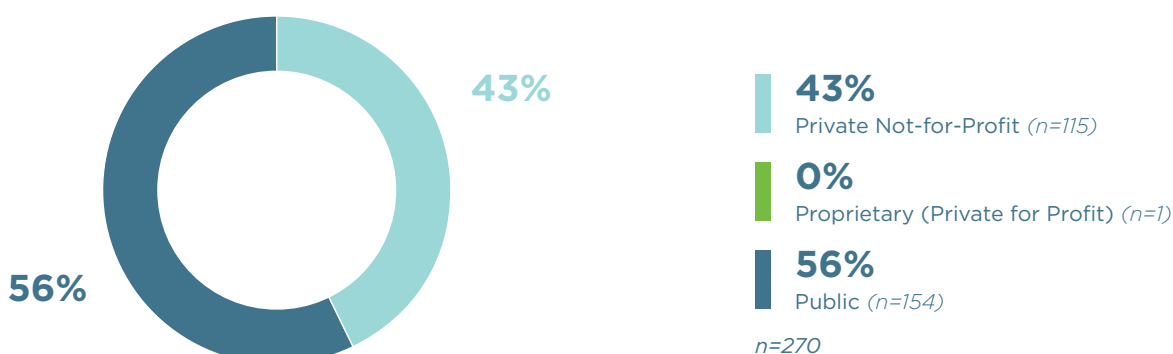
Professional Program Institutional Type: Four-Year Comparision (2018-2021)

Number

Incomplete Data — Data set too small to indicate

Private Not-for-Profit — 160, 163, 135, 114

Proprietary Private for Profit — Data set too small to indicate

Public — 200, 200, 176, 154

Type

■ 2017-2018   ■ 2018-2019   ■ 2019-2020   ■ 2020-2021
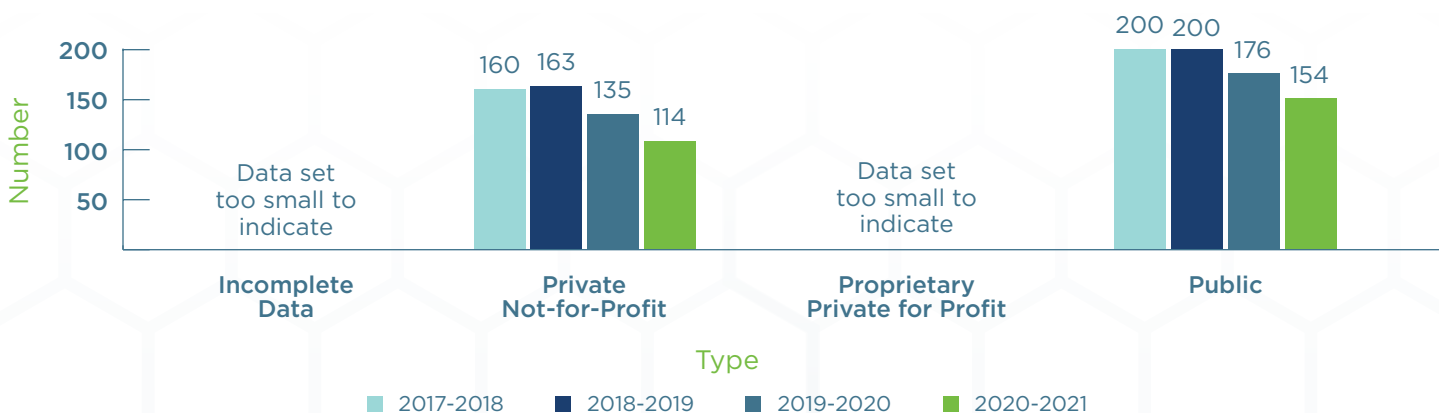
PROFESSIONAL DEGREE PROGRAM INFORMATION

Professional Program Carnegie Classification

35%
Baccalaureate College *(n=94)*

13%
Baccalaureate/Associate's College *(n=34)*

22%
Master's Colleges and Universities *(n=59)*

26%
Doctoral Universities *(n=70)*

4%
Special Focus Universities *(n=12)*
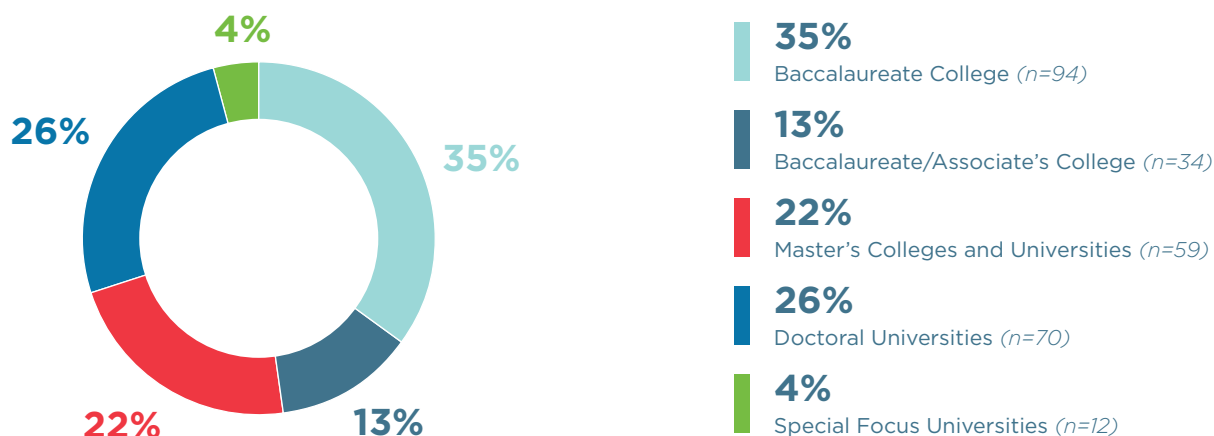
n=269 (one program was excluded from the calculation as it is offered outside the United States)

Professional Athletic Training Programs by State or Country

Professional Programs by State
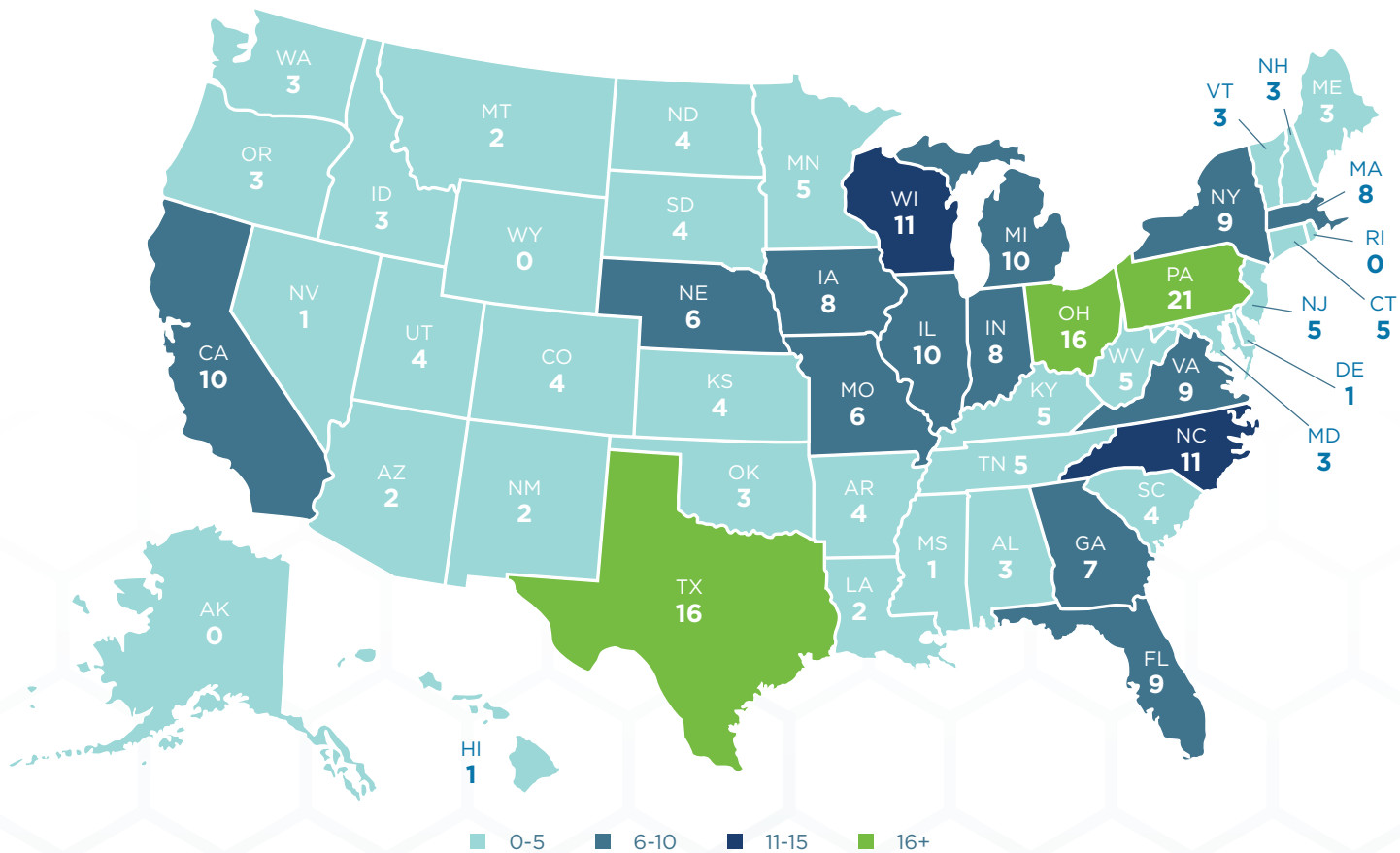
PROFESSIONAL DEGREE PROGRAM INFORMATION

Professional Programs in Spain

ESP
1

n=1

PROFESSIONAL DEGREE PROGRAM INFORMATION

Degree Level and Degree Type

Of the 270 accredited professional programs, 56 (20.8%) programs result in a bachelor's degree (down from 209 in 2017-2018 and 107 in 2019-2020), and 214 (79.2%) programs result in a master's degree (up from 76 in 2017-2018 and 207 in 2019-2020). This pattern of change is an expected result of the professional degree transition announced in 2015.

Programs were asked to identify which athletic training degree(s) are offered. Programs are given the option to select all that apply, and, therefore, if a program was still teaching out undergraduate cohorts while simultaneously offering a master's degree, both the undergraduate and graduate degrees were reported. Most programs that still offer a bachelor's degree award a Bachelor of Science of Athletic Training (n=33), while master's programs lean toward a Master of Science with a major in Athletic Training (n=112), followed by a Master of Athletic Training (MAT, n=56), and a Master of Science of Athletic Training (MSAT, n=39).

Professional Program Degree(s) Offered

0.7% Bachelor of Athletic Training (BAT) *(n=2)*

1.9% Bachelor of Arts in Athletic Training *(n=5)*

12.3% Bachelor of Science of Athletic Training (BSAT) *(n=33)*

5.9% Bachelor of Science in Athletic Training *(n=16)*

20.8% Master of Athletic Training (MAT) *(n=56)*

14.5% Master of Science of Athletic Training (MSAT) *(n=39)*

41.8% Master of Science in Athletic Training *(n=113)*

2.2% Other *(n=6)*

N=270
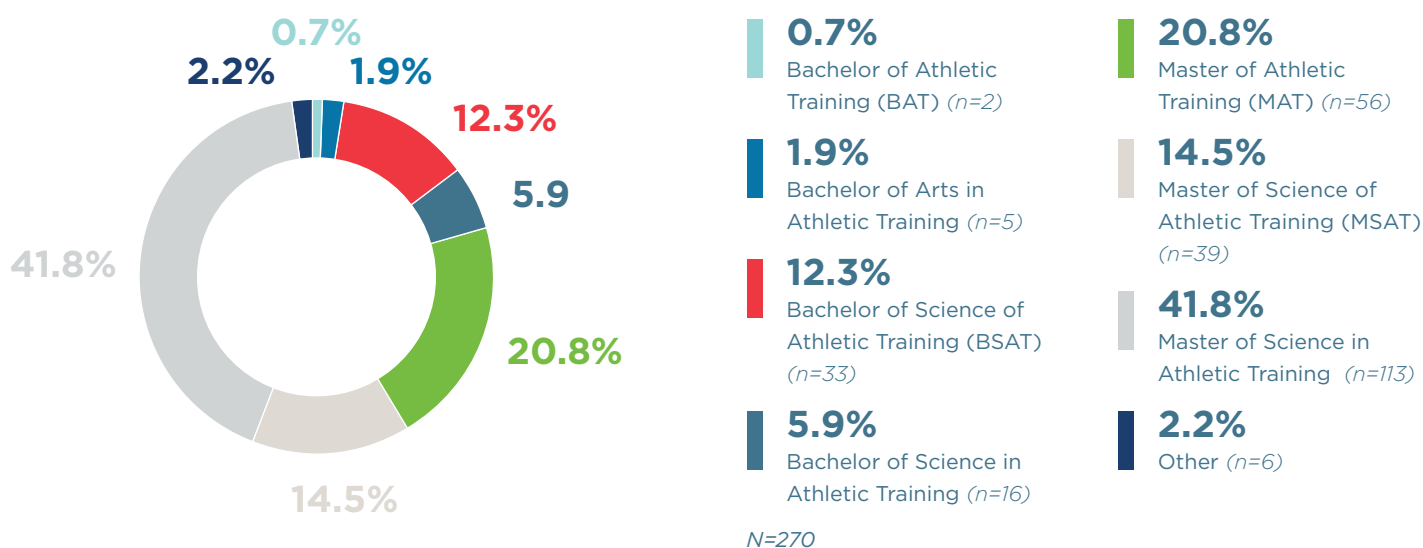
Professional Degree Level: Three-Year Comparison (2018-2020)

■ Bachelor's   ■ Master's
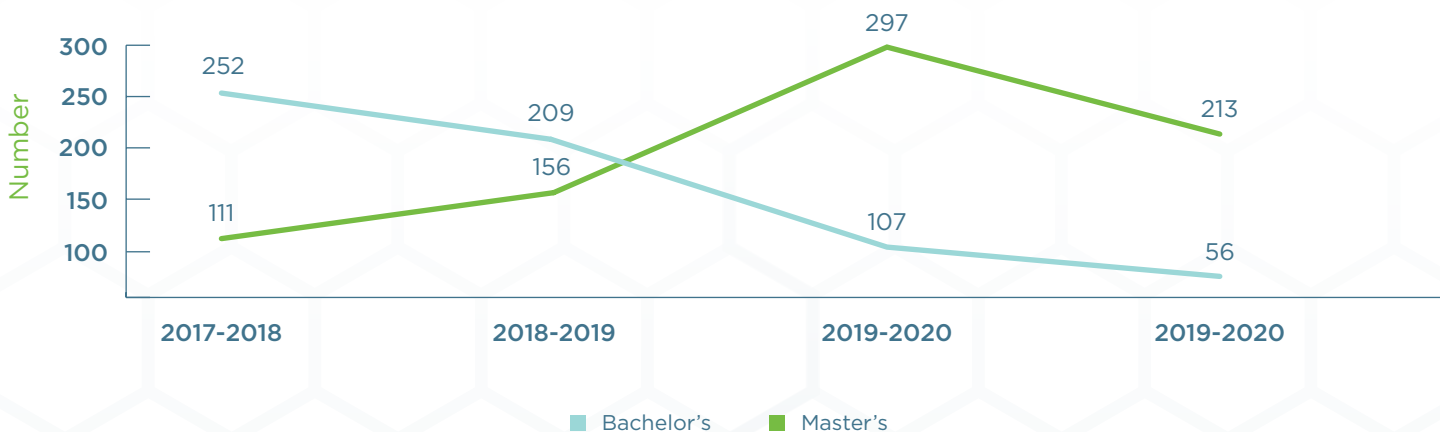
PROFESSIONAL DEGREE PROGRAM INFORMATION

Program Administrative Structure

Of the 270 accredited professional programs that completed the annual report, 214 (79.3%) indicated existing in an administrative structure with other health care programs. Of the 56 undergraduate programs, 42 (75%) are administratively housed with other health care programs, and of the 213 graduate programs, 159 (74.6%) are administratively housed with other health care programs.

Health Care Programs Administratively Housed with Athletic Training
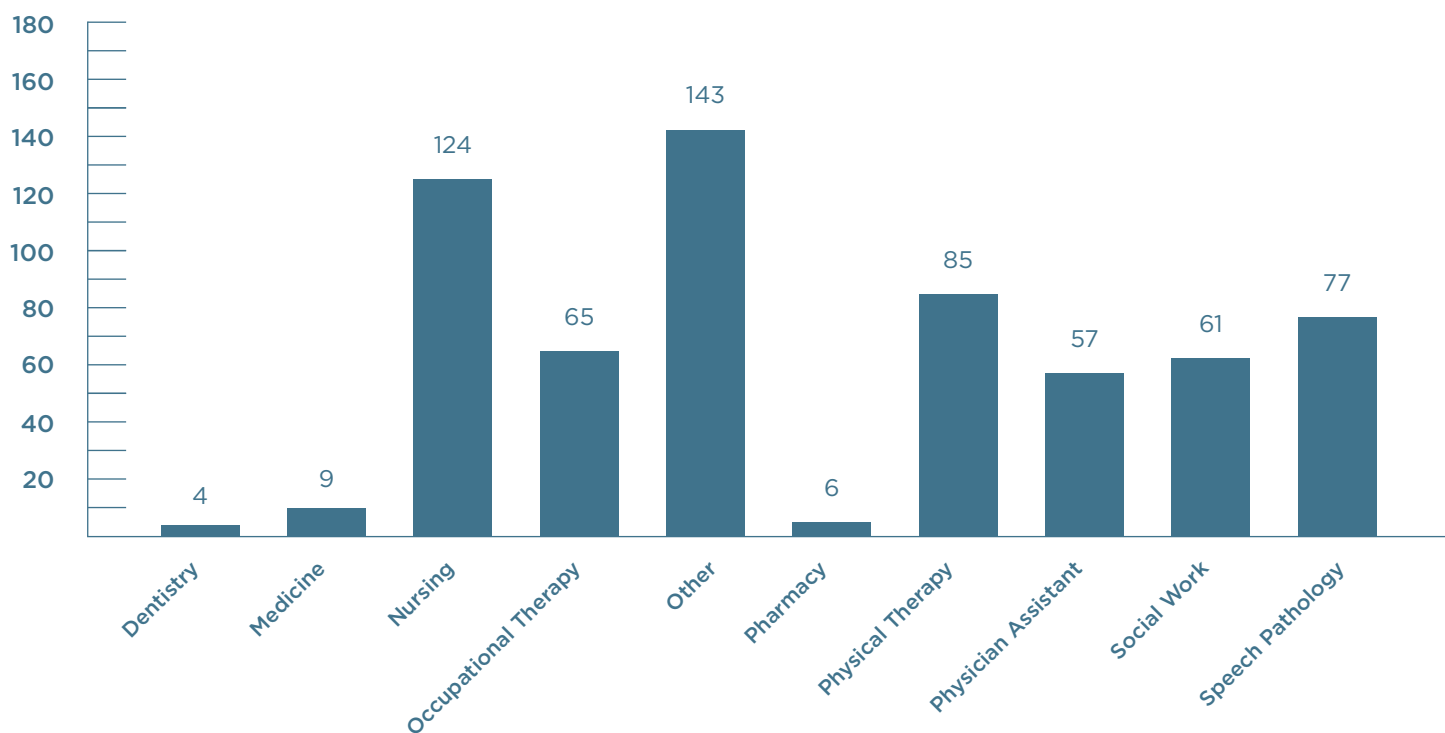
N=270, programs selected all answers that applied.

PROFESSIONAL DEGREE PROGRAM INFORMATION

**Health Care Programs Administratively Housed with Athletic Training:
Four-Year Comparison (2018-2021)**

Legend: 2017-2018, 2018-2019, 2019-2020, 2020-2021

Dentistry: 3, 4, 4, 4
Medicine: 5, 7, 6, 9
Nursing: 143, 152, 136, 124
Occupational Therapy: 61, 64, 64, 65
Other: 146, 160, 154, 148
Pharmacy: 5, 6, 4, 6
Physical Therapy: 82, 87, 88, 85
Physician Assistant: 54, 58, 59, 57
Social Work: 73, 87, 71, 61
Speech Pathology: 77, 75, 86, 77
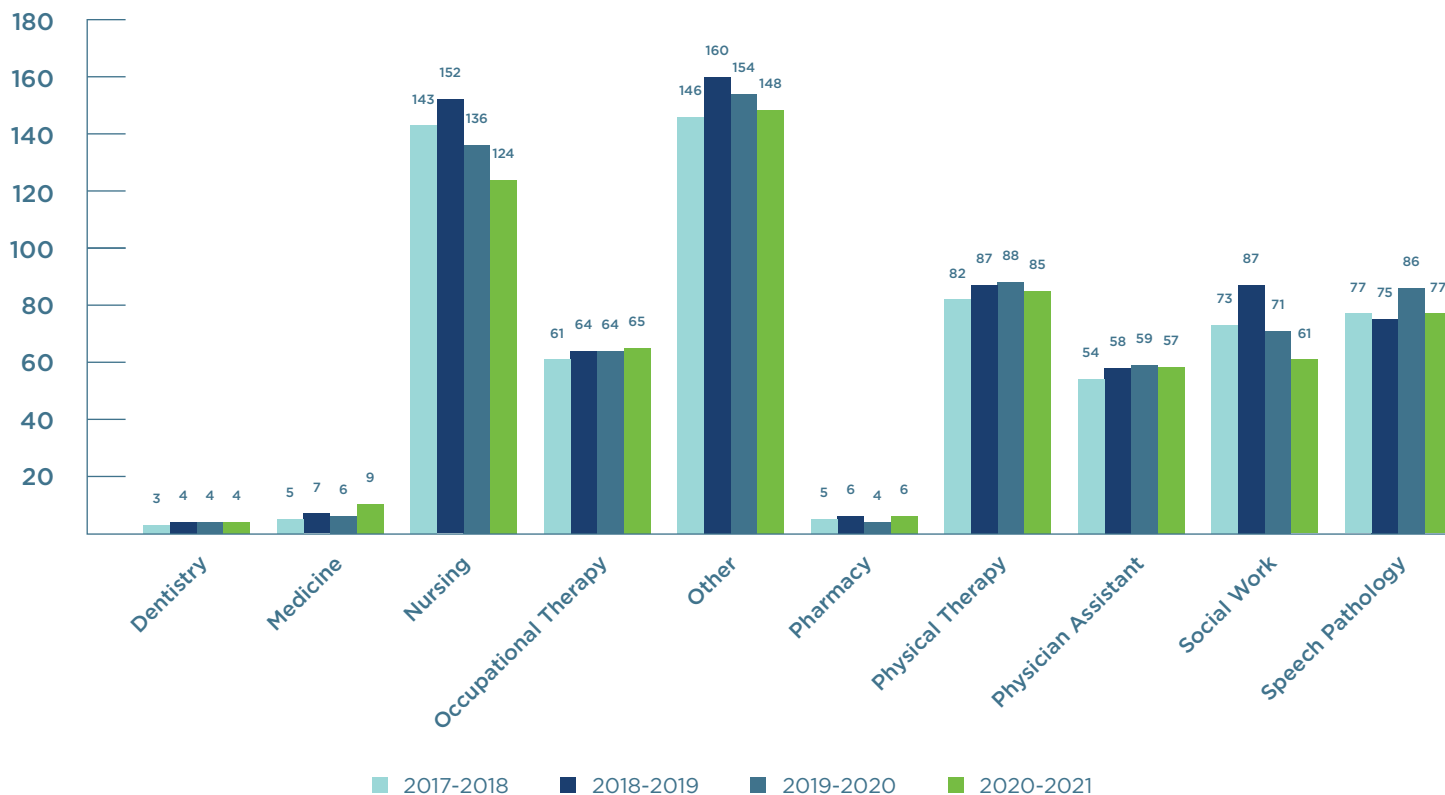
PROFESSIONAL DEGREE PROGRAM INFORMATION

Student Expenses

Program directors reported the associated costs to attend the institution and complete the athletic training program. Laboratory fees are contained in the "Annual Fee" section. "Program Specific Costs" included liability insurance and other publicized associated costs for their programs.

Bachelor's Degree Programs

	Overall		Public Institutions		Private Institutions	
	In State	Out of State	In State	Out of State	In State	Out of State
Annual Tuition	20,892 ± 14,454	26,728 ± 11,994	9,742 ± 5,325	21,234 ± 9,441	34,829 ± 8,987	33,595 ± 11,425
Annual Fees	1,562 ± 1,812	2,027 ± 3,336	1,930 ± 2,077	2,891 ± 4,156	1,562 ± 1,812	948 ± 1,298
Program Specific Costs	649 ± 1,657	664 ± 1,657	28 ± 2,175	858 ± 2,172	424 ± 518	422 ± 519
Total Annual Cost	23,070 ± 13,751	29,420 ± 10,928	12,479 ± 5,058	24,983 ± 8,392	36,308 ± 8,618	34,965 ± 11,342

n=56, mean dollars ± SD

Master's Degree Programs

	Overall		Public Institutions		Private Institutions	
	In State	Out of State	In State	Out of State	In State	Out of State
Annual Tuition	18,185 ± 11,062	25,297 ± 10,488	12,727 ± 6,403	24,288 ± 10,396	27,035 ± 11,092	27,476 ± 10,757
Annual Fees	1,626 ± 1,571	2,080 ± 3,441	1,985 ± 1,675	2,778 ± 4,350	1,088 ± 1,238	1,085 ± 1,241
Program Specific Costs	613 ± 1,236	617 ± 1,286	673 ± 1,578	681 ± 1,649	571 ± 666	571 ± 666
Total Annual Cost	20,397 ± 10,800	27,949 ± 10,488	15,365 ± 6,227	27,671 ± 10,252	28,768 ± 11,309	29,191 ± 10,965

n=214, mean dollars ± SD

PROFESSIONAL DEGREE PROGRAM INFORMATION

Program Operating Expenditures

Programs reported the program expenditures associated with administrative support, expendable supplies, professional development, capital equipment, and faculty salaries and benefits. There continues to be a large amount of variability in the reporting of the expenditures for all categories.

Bachelor's Degree Programs

	Overall	Public Institutions	Private Institutions
Expenditures for Administrative Support	19,427 ± 43,774	18,327 ± 18,400	20,802 ± 63,127
Expenditures for Expendable Supplies	6,004 ± 10,896	7,332 ± 1,060	6,572 ± 12,067
Expenditures for Professional Development	2,404 ± 3,739	2,079 ± 1.928	2,811 ± 5,217
Expenditures for Capital Equipment	3,879 ± 9,612	5,553 ± 11,923	1,787 ± 5,044
Expenditures for Faculty Salaries and Benefits	215,286 ± 133,080	215,182 ± 115,079	213,104 ± 146,323

n=56, mean dollars ± SD

Master's Degree Programs

	Overall	Public Institutions	Private Institutions
Expenditures for Administrative Support	27,471 ± 51,732	23,360 ± 62,688	30,699 ± 41,164
Expenditures for Expendable Supplies	10,476 ± 12,684	9,431 ± 21,978	11,806 ± 16,458
Expenditures for Professional Development	3,464 ± 4609	3,529 ± 3,403	3,413 ± 5,384
Expenditures for Capital Equipment	6,909 ± 21,145	4,270 ± 18,906	8,976 ± 22,609
Expenditures for Faculty Salaries and Benefits	298,017 ± 171,081	218,182 ± 117,079	285,212 ± 163,833

n=214, mean dollars ± SD

PROFESSIONAL DEGREE PROGRAM INFORMATION

Admissions Process

Program directors were asked to identify the admission process used by their program. A process in which the student is admitted to the program upon admittance to the institution is a direct admissions process, whereas a secondary admission process is one in which the student applies to the program separately from the institution. The majority of responding professional programs (78.3%) use a secondary admissions process.

	All Professional Programs	Baccalaureate Programs	Master's Degree Programs
	Number (%)	Number (%)	Number (%)
Direct Admissions	75 (27.4)	5 (8.9)	70 (32.3)
Secondary Admissions	198 (72.5)	51 (91.1)	147 (67.7)

N=270

Admissions Capacity and Enrollment

Professional programs saw an 8% decrease in submitted applications, after a 19% decrease in the previous year. There was a 14.6% decrease in the total number admitted students during the 2019-2020 academic year. Undergraduate programs reported a 42.1% decrease in applications completed, while graduate professional programs reported a 32.2% increase in applications completed. Undergraduate student admissions decreased by 46.6%, and the number of graduate students admitted increased by 23.9%, but the relative percent change in students admitted is likely in part due to a decreased number of undergraduate programs and an increased number of graduate programs compared with the previous year. The average number of students admitted per program by graduate programs decreased from 9.2 to 8.6 (-6.5%). During the 2019-2020 reporting period, baccalaureate programs admitted students to fill 63.1% (up from 56.3% last year) of their available student spots, while master's degree programs admitted 50.3% of their reported capacity (down from 54.4% last year).

	All Professional Programs		Baccalaureate Programs		Master's Degree Programs	
	Mean	Total	Mean	Total	Mean	Total
Admission Slots Available	13.9	3817	12.5	687	14.3	3130
Completed Applications	16.8	4591	21.3	1173	15.6	3418
Students Offered Admission	14.6	4005	28	1538	13.4	2467
Students Accepting Offer	7.5	2042	7.25	399	8.6	1643

N=270

PROFESSIONAL DEGREE PROGRAM INFORMATION

Admissions Capacity & Enrollment: Four-Year Comparion (2018-2021)

Legend: 2017-2018, 2018-2019, 2019-2020, 2020-2021

	Admission Slots Available	Completed Application	Students Offered Admission	Students Accepting Offer
2017-2018	6281	7486	5209	3849
2018-2019	5643	6063	4108	3127
2019-2020	4937	5579	3892	2670
2020-2021	3849	3127	2670	2042
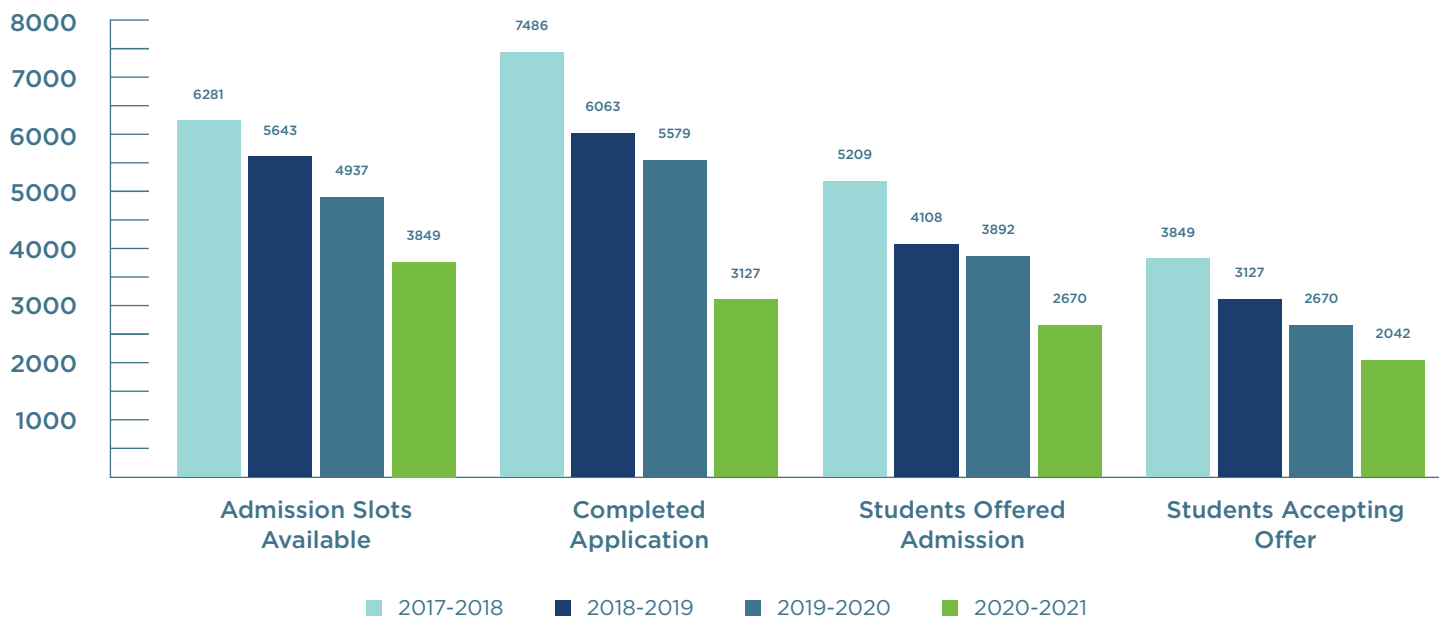
Student Demographics

Enrollment by Gender

For the 2020-2021 Annual Report, programs were asked to report on the number of students enrolled in undergraduate classes and graduate classes by gender. This method allowed programs that are teaching out an undergraduate program while commencing a graduate program to report students for each level.

	Undergraduate Students	Graduate Students
Total Student Enrollment	1,554	2,860
Female Student Enrollment	1,027	1,849
Male Student Enrollment	526	1,011

N=270

PROFESSIONAL DEGREE PROGRAM INFORMATION

Enrollment by Ethnicity

For the 2020-2021 Annual Report, programs were asked to report on the number of students enrolled in undergraduate classes and graduate classes by ethnicity. This method allowed programs that are teaching out an undergraduate program while commencing a graduate program to report students for each level.

	Undergraduate Students	Graduate Students
Hispanic	183	334
Non-Hispanic/Non-Latino	1,311	2,456
Unknown	60	70

N=270

Total Enrollment by Ethnicity: Four-Year Comparision (2018-2021)
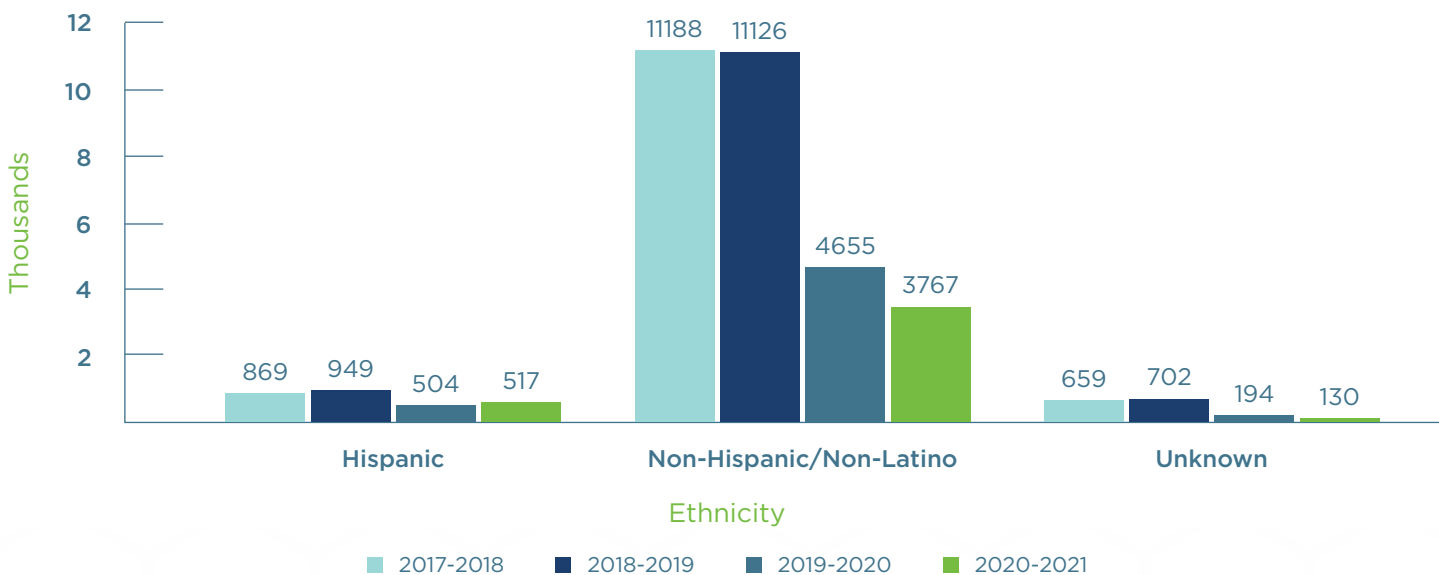
PROFESSIONAL DEGREE PROGRAM INFORMATION

Enrollment by Race

For the 2020-2021 Annual Report, programs were asked to report on the number of students enrolled in undergraduate classes and graduate classes by race. This method allowed programs that are teaching out an undergraduate program while commencing a graduate program to report students for each level.

	Undergraduate Students	Graduate Students
American Indian	2	16
Asian	142	146
Black	159	316
Hawaiian/Pacific Islander	4	14
White	1,161	2,083
Two or More Races	56	127
Unknown Race	30	158

N=270

Enrollment by Race: Four-Year Trend (2018-2021)
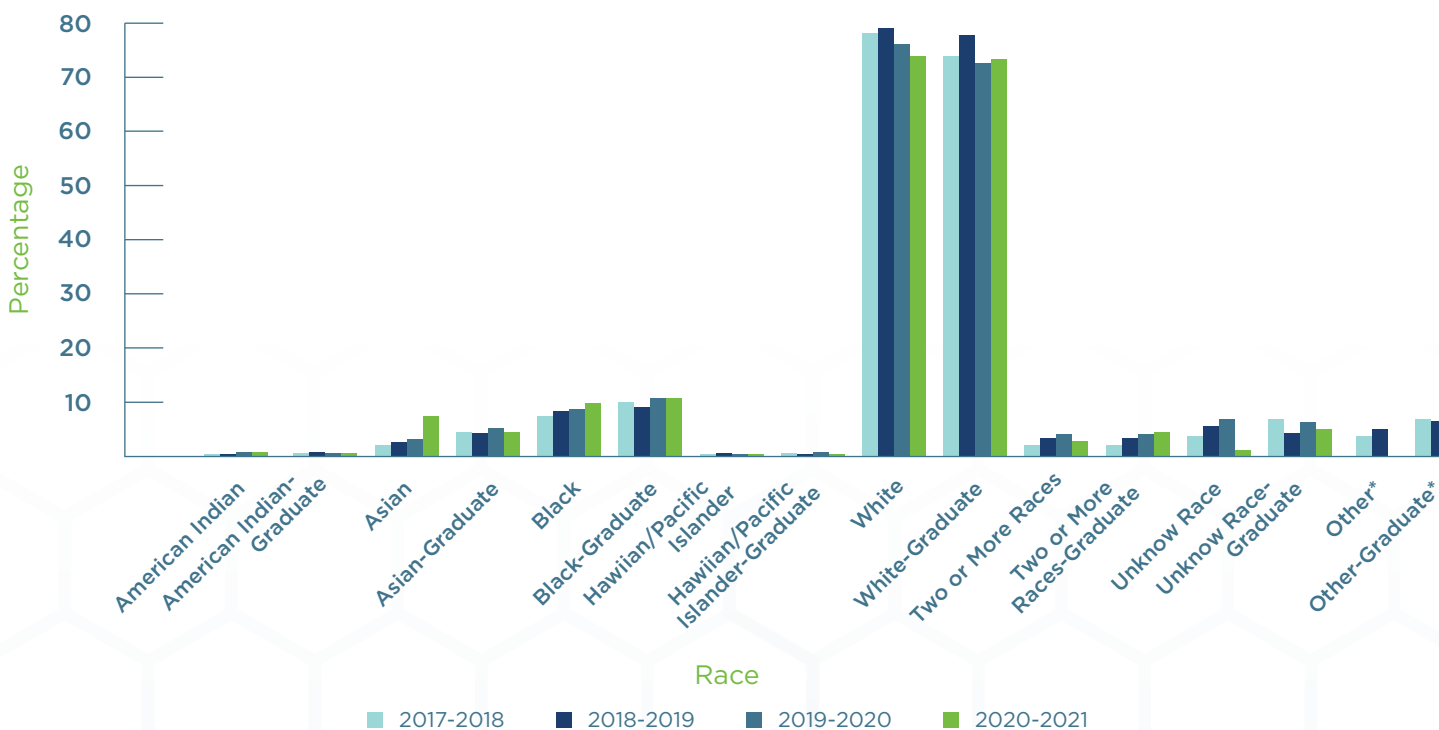
The category "Other" was not utilized in the 2019-2020 Annual Report onward.

PROFESSIONAL DEGREE PROGRAM INFORMATION

Clinical Education

Preceptor: Student Ratio

Program directors were asked to report the average preceptor to student ratio using the total number active preceptors for the program with the total number of students who are active in clinical education. The most common ratio (n=146) was 1:2, followed by a ratio of 1:1 (n= 64). A total of 94.1% of all programs reported a clinical education ratio of 1:4 or smaller. Thirteen (down from 17 last year, 26 two years ago, 35 three years ago and 80 four years ago) programs reported ratios between 1:5 and 1:8, and only three programs reported preceptor to student ratios between 1:9 and 1:12. This demonstrated a continuing trend toward lower preceptor-to-student ratios as compared to the four three years, all of which saw higher maximum ratios, and more reported ratios above 1:10.

	All Professional Programs		Baccalaureate Programs		Master's Degree Programs	
	Mode	Maximum	Mode	Maximum	Mode	Maximum
Preceptor-to-Student Ratio	1:2	1:12	1:2	1:10	1:2	1:12

N=270

Immersive Clinical Experiences

For the 2020-2021 Annual Report program, administrators were asked to provide details about immersive clinical experiences. In the 2020 Standard, programs at the master's degree level are required to minimally include one, four-week long immersive athletic training clinical experience. The immersive clinical experience is defined as "a practice-intensive experience that allows the student to experience the totality of care provided by athletic trainers." These standards became effective July 1, 2020, and, therefore, the data represented below reflect the last academic year that graduate professional programs did not have to include an immersive experience.

A total of 78.6% (n=214) of all professional program currently report that they incorporate an immersive clinical experience. This number has increased by 29.2% since last year. For baccalaureate programs, 39% (n=22) report including an immersive clinical experience, and for master's programs, 88.8% (n=192) report including an immersive clinical experience.

Any programs that reported an immersive clinical experience of three or fewer weeks were eliminated from the analysis presented below, as their described experience did not meet the minimum criteria outlined by the standards. Programs were asked to report both the number of weeks spent in immersive clinical experiences as well as the number of hours per week spent at their clinical site during their immersive experience. Interestingly, baccalaureate programs report more weeks in immersive clinical experiences than master's programs but also report fewer hours worked per week of immersive clinical experiences as compared to master's programs.

	All Professional Programs		Baccalaureate Programs		Master's Degree Programs	
	Mean ± SD	Mode	Mean ± SD	Mode	Mean ± SD	Mode
Number of Weeks Spent in Immersive Clinical Experiences	14.4 ± 16.1 weeks	4 weeks	26.1 ± 33.8 weeks	4 weeks	12.4 ± 9.2 weeks	4 weeks
Number of Hours per Week When in Immersive Clinical	34.5 ± 14.0 hours	40.0 hours	29.3 ± 12.1 hours	40.0 hours	35.4 ± 8.1 hours	40.0 hours

n=214 (only immersive clinicals with four or more weeks included in the analysis)

PROFESSIONAL DEGREE PROGRAM INFORMATION

Faculty and Staff

For both the program director and the director of clinical education, credit hours refer to the amount of credits earned per course, which is published in the institution's course catalog and reflected on the student's transcript. Contact hours refer to the amount of time spent in class over the course of a semester. Program directors of professional programs have a range of years of experience from 1-46 years and a mode of 23 years, and a range of years of clinical experience from 0-40 years.

Approximately 42.7% of program directors are on a nine-month contract (down from 47.9% last year), 25.8% on a 10-month contract (up from 23.3% last year), and 26.4% have a 12-month contract (up from 23.4% last year).

Program Director

	All Professional Programs	Baccalaureate Programs	Master's Degree Programs
	Number (%)	*Number (%)*	*Number (%)*
PD is Tenure Track Faculty	162 (59.5)	25 (44.6)	137 (63.4)
PD is Tenured	129 (4748)	20 (35.7)	109 (50.5)
	Mean ± SD	*Mean ± SD*	*Mean ± SD*
PD Years of Experience	21.5 ± 8.0	23.5 ± 8.8	21.0 ± 8.0
PD Years of Clinical Experience	6.9 ± 6.2	8.3 ± 7.8	7.1 ± 5.0
PD Appointment (months)	10.0 ± 1.5	10.1 ± 1.1	10.5 ± 1.5
PD Contact Hours	270.6 ± 152.0	276 ± 177.3	256.5 ± 178.3
PD Credit Hours	18.1 ± 8.8	20.1 ± 9.5	16.2 ± 6.8
PD Release Time (% of Overall Load)	25.4 ± 18.0	19.5 ± 12.3	26.9 ± 20.5

N=270, percentages area percent of the total number of the program type

Program Director Tenure Status: Four-Year Trend (2018-2021)

Report Year

■ Tenure Track   ■ Tenured
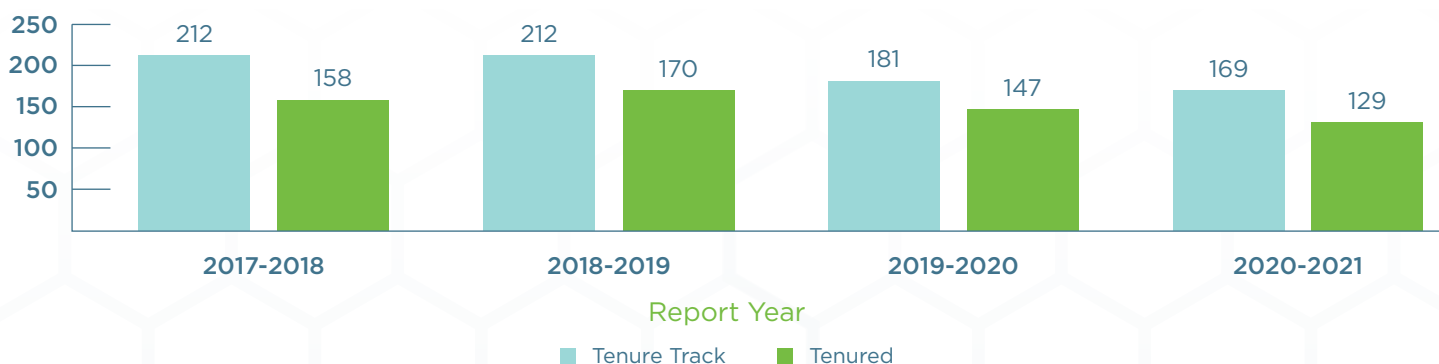
PROFESSIONAL DEGREE PROGRAM INFORMATION

Program Director Degree

When completing the Annual Report, programs are instructed to select the highest degree earned by the program's administrators from an available dropdown menu. The majority (72.4%, n=197) of program directors hold an academic doctorate degree. Eighteen program directors have an earned clinical doctorate (down from 20 last year), and zero respondents selected the option for bachelor's degree.

When split by degree type, in undergraduate programs 57.1% of program directors hold an academic doctorate (up from 56.1% last year), and 38.3% report a master's degree as the highest degree earned. In master's degree programs, 76.9% of program directors have an academic doctorate degree (up from 76.3% last year), and 11.1% hold a master's degree (down from 13.5% last year).

Program Director-Highest Degree: Four-Year Trend (2018-2021)
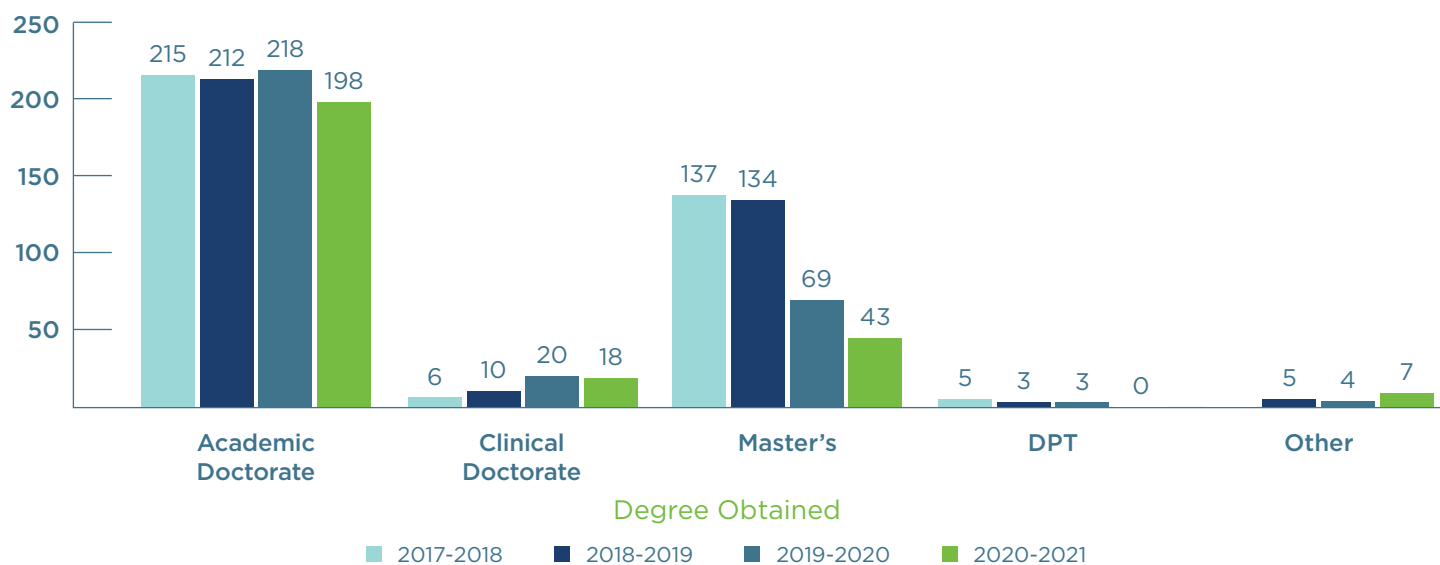
Professional Program Director Highest Degree Earned

91.6% Academic Doctorate (PhD, EdD) *(n=218)*

68.3% Clinical Doctorate (DAT, ScD) *(n=20)*

19.9% Master's Degree *(n=69)*

1.9% DPT *(n=3)*

4.1% Other *(n=4)*

N=270

Coordinator of Clinical Education

	All Professional Programs	Baccalaureate Programs	Master's Degree Programs
	Number (%)	*Number (%)*	*Number (%)*
CCE is Tenure Track Faculty	91 (33.5)	14 (25)	77(35.6)
CCE is Tenured	37 (13.6)	3 (5.4)	34 (15.7)
	Mean ± SD	*Mean ± SD*	*Mean ± SD*
CCE Years of Experience	17.0 ± 8.3	16.8 ± 8.0	14.9 ± 8.0
CCE Years of Clinical Experience	6.9 ± 6.4	6.0 ± 5.0	6.3 ± 7.9
CCE Appointment (months)	9.9 ± 1.3	9.6 ± 0.9	10.0 ± 1.4
CCE Contact Hours	284.1 ± 150.2	281.2 ± 150.6	260.2 ± 142.7
CCE Credit Hours	18.0 ± 7.5	18.7 ± 9.2	17.9 ± 6.6
CCE Release Time (% of overall load)	22.6 ± 15.6	23.0 ± 12.8	25.5 ± 15.1

N=270

Coordinator of Clinical Education Tenure Status: Four-Year Trend (2018-2021)
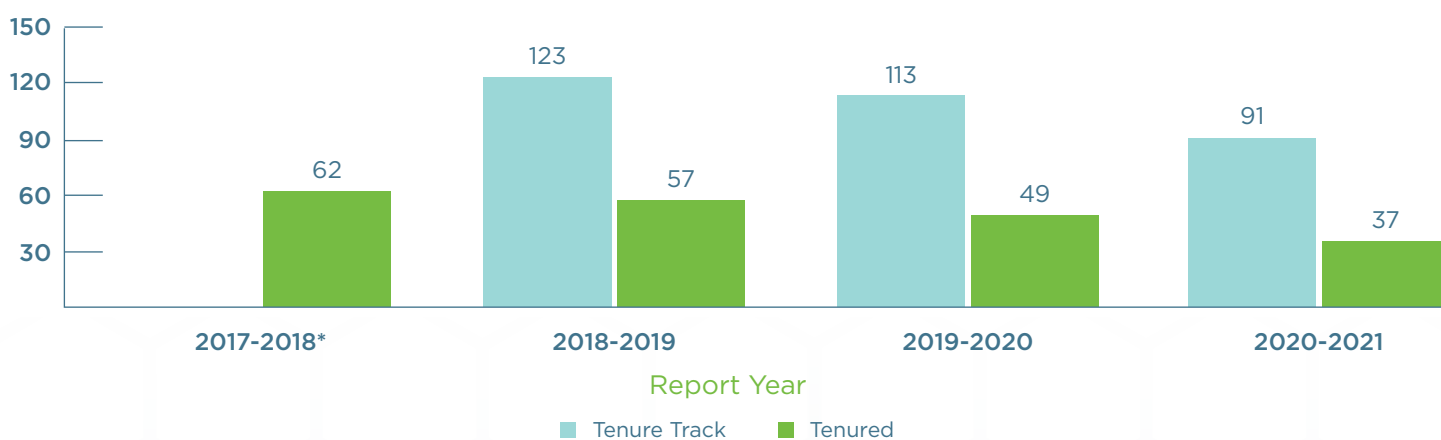
Information about Tenure Track status for Coordinators of Clinical Education was not reported in the 2017-2018 Annual Report

PROFESSIONAL DEGREE PROGRAM INFORMATION

Coordinator of Clinical Education Degree

When completing the Annual Report, programs are instructed to select the highest degree earned by the program's administrators from an available dropdown menu. Less than half (36.8%, n=97) of directors of clinical education hold a master's degree, down from 41.7% last year. Academic doctorate was the most common degree selection at 52.9% (n=144), up from 47.5% last year.

When split by degree level of the program, 46.4% of CCEs at baccalaureate programs have a master's degree (down from 59.8% last year). 49% of CCEs at master's degree programs have an academic doctorate degree, as compared with just 28.6% of CCEs at baccalaureate programs.

Coordinator of Clinical Education Tenure Status: Three-Year Trend (2018-2020)

0.7% 1.1%

35.6%

52.9%

9.6%

52.9%
Academic Doctorate (PhD, EdD) *(n=149)*

9.6%
Clinical Doctorate (DAT, ScD) *(n=27)*

35.6%
Master's Degree *(n=131)*

0.7%
DPT *(n=4)*

1.1%
Other *(n=3)*

N=314
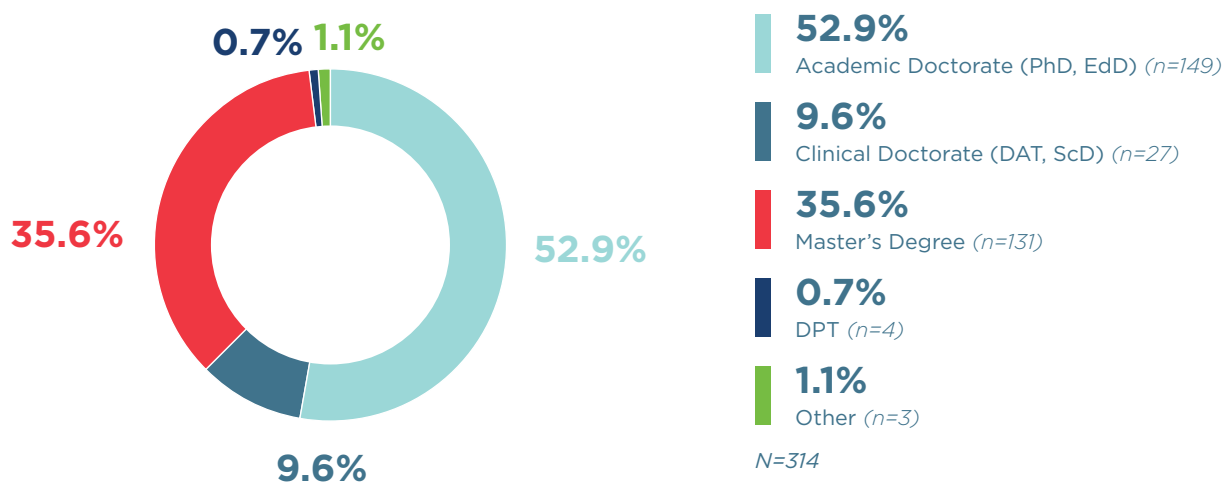
Coordinator of Clinical Education-Highest Degree: Four-Year Trend (2018-2021)

	Academic Doctorate	Clinical Doctorate	Master's	DPT	Other
2017-2018	141	20	189	7	4
2018-2019	151	23	174	1	9
2019-2020	149	27	131	4	3
2020-2021	144	26	92	2	3

Highest Degree Obtained

2017-2018   2018-2019   2019-2020   2020-2021
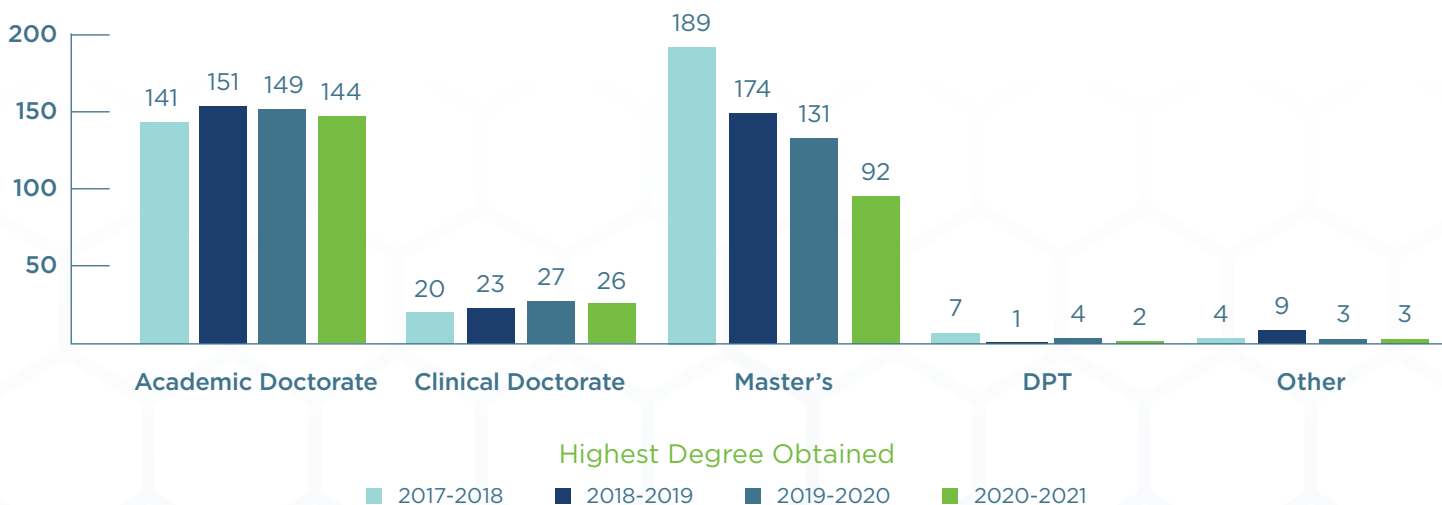
PROFESSIONAL DEGREE PROGRAM INFORMATION

Program Faculty

The number of core faculty in each program ranged from 0 (n=3) to 16 (n=1). The mode (n=127) was two core faculty, and 96.9% of programs indicated have five or fewer core faculty. Numbers of associated faculty ranged from zero to 25, and adjunct faculty ranged from zero to 19.

	All Professional Programs	Baccalaureate Programs	Master's Programs
	Mean ± SD	*Mean ± SD*	*Mean ± SD*
Core Faculty	5.3 ± 1.9	2.2 ± 1.9	3.8 ± 1.9
Associated Faculty	.5 ± 2.1	4.0 ± 4.6	2.8 ± 3.8
Adjunct Faculty	0.9 ± 1.4	4.0 ± 2.9	3.0 ± 2.9

N=270

Outcomes

Aggregate Board of Certification Exam Pass Rates

The three-year aggregate first-time BOC exam pass rate is required to be 70% or higher for all professional programs. The data included in the analysis contains all BOC pass rates through the October 2020 BOC exam window. New programs are not evaluated on this requirement until the time at which they have accumulated three years of BOC examination data. The number of programs below 70% was 112, which was a 47% increase from last year's 76 programs, a number that was likely influenced by the COVID-19 pandemic.

Professional Program Three-Year Aggregate First Time BOC Pass Rate (2018-2021)

35%   **65%**

65%
Over 70% three-year aggregate
first-time BOC pass rate *(n=185)*

35%
Under 70% three-year aggregate
first-time BOC pass rate *(n=112)*

N=272
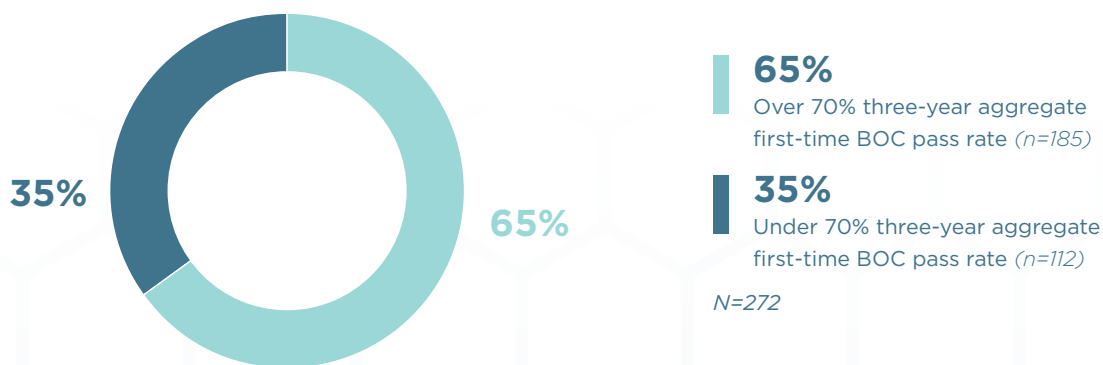
PROFESSIONAL DEGREE PROGRAM INFORMATION

Total Program First-Time Pass-Rate Standard Compliance: Four-Year Trend (2018-2021)
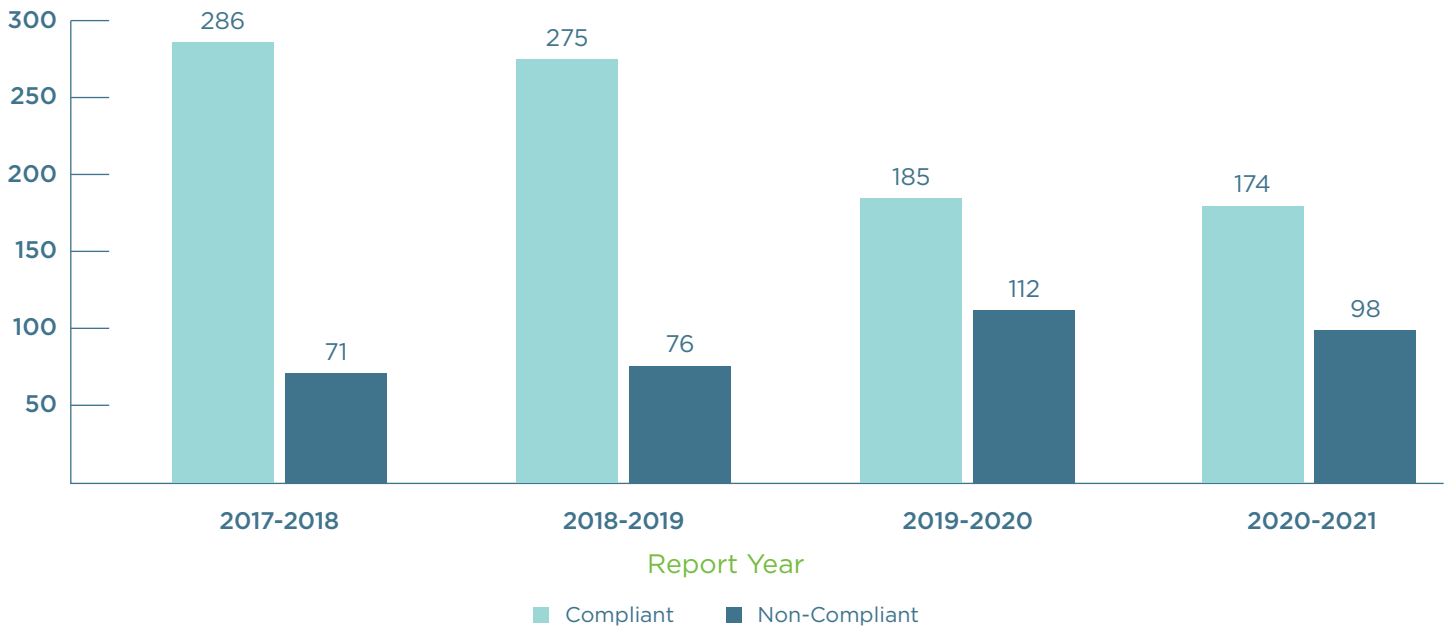
Baccalaureate Degree Program Three-Year Aggregate First Time BOC Pass Rate (2018-2021)

62%
Over 70% three-year aggregate first-time BOC pass rate *(n=140)*

38%
Under 70% three-year aggregate first-time BOC pass rate *(n=50)*

n=56
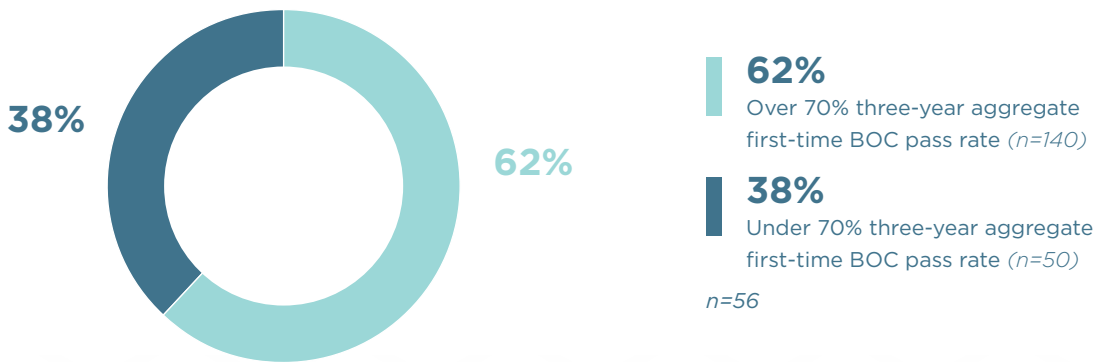
PROFESSIONAL DEGREE PROGRAM INFORMATION

Baccalaureate Program First-Time Pass-Rate Standard Compliance: Four-Year Trend (2018-2021)
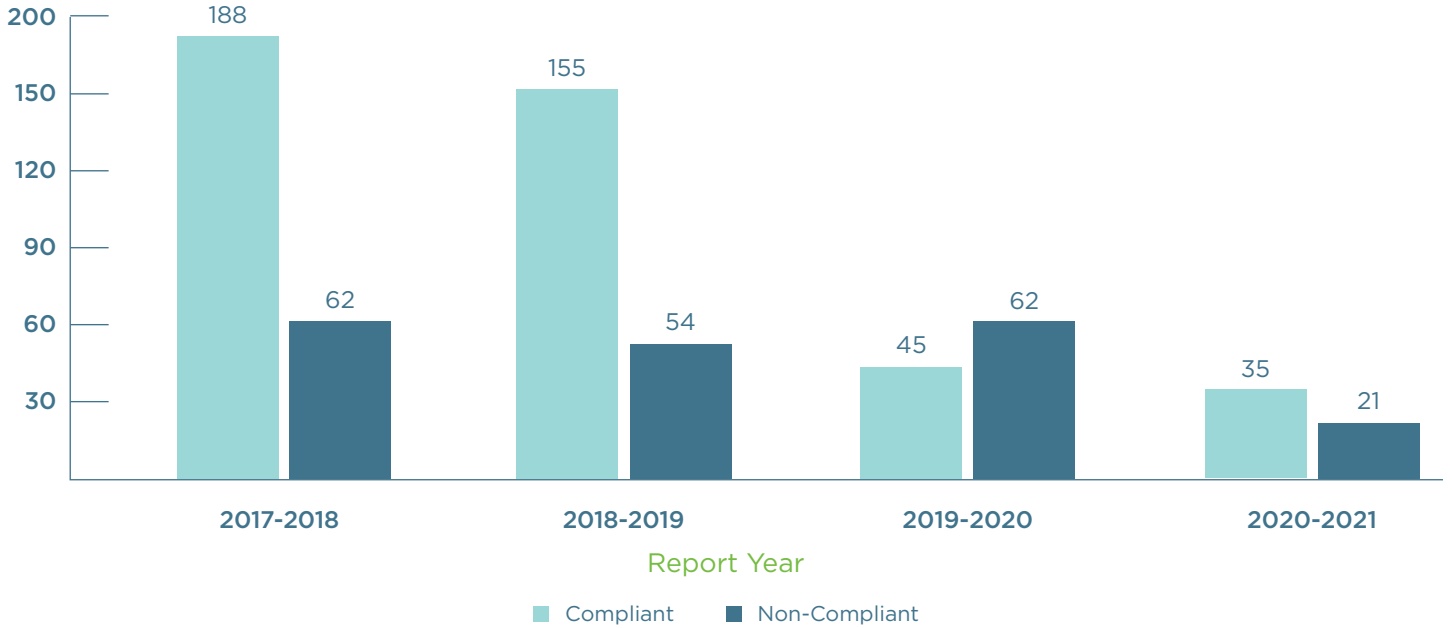
Legend: ■ Compliant   ■ Non-Compliant

Report Year

Master's Degree Program Three-Year Aggregate First Time BOC Pass Rate (2018-2021)

64%
Over 70% three-year aggregate first-time BOC pass rate *(n=139)*

36%
Under 70% three-year aggregate first-time BOC pass rate *(n=77)*

n=216
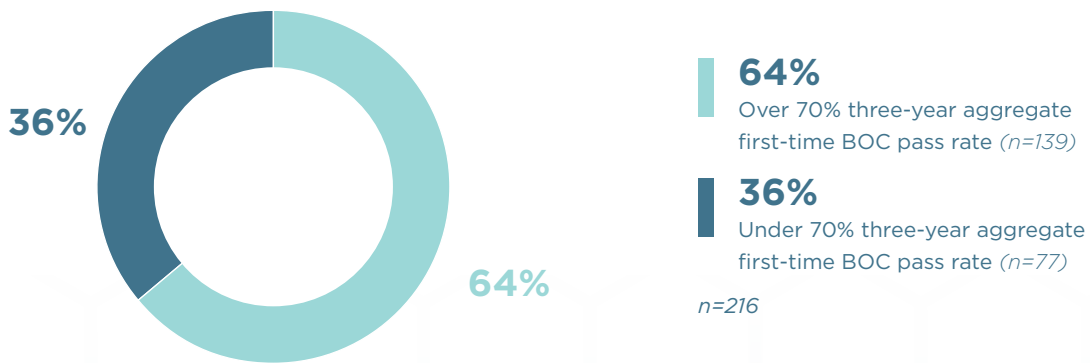
PROFESSIONAL DEGREE PROGRAM INFORMATION

Master's Program First-Time Pass-Rate Standard Compliance: Four-Year Trend (2018-2021)
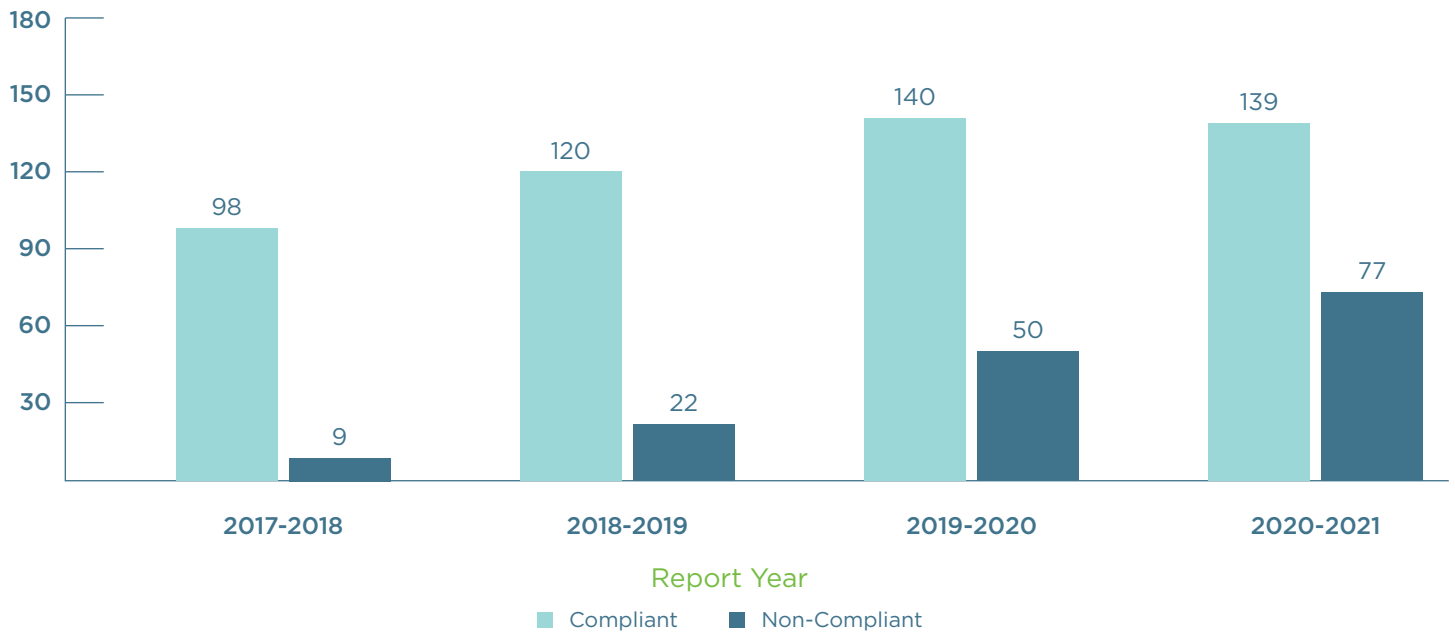
PROFESSIONAL DEGREE PROGRAM INFORMATION

Graduates' Placement

This section of information is provided from data entered by the program director within student profiles. From the 2020-2021 graduating cohort, 2,345 student profiles had been updated with placement information. 130 student profiles did not contain information about placement, which have been added to the "Do not know" category within the chart.

2019-2020 Graduate Placement

57%
Employed as an athletic trainer

18%
Employed as an athletic trainer and in a degree or residency program

8%
Employed other than as an athletic trainer

9%
Not employed due to enrollment in another degree program

2%
Not employed

6%
Do not know
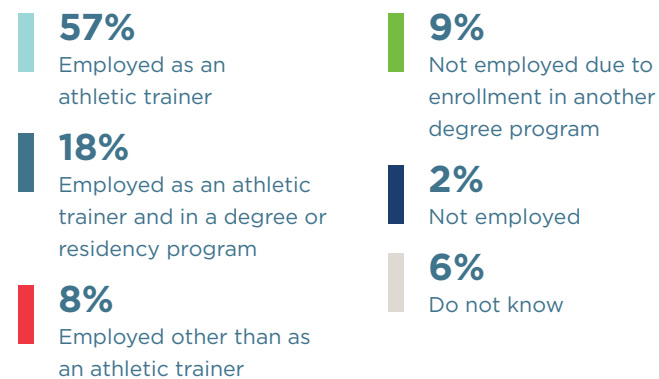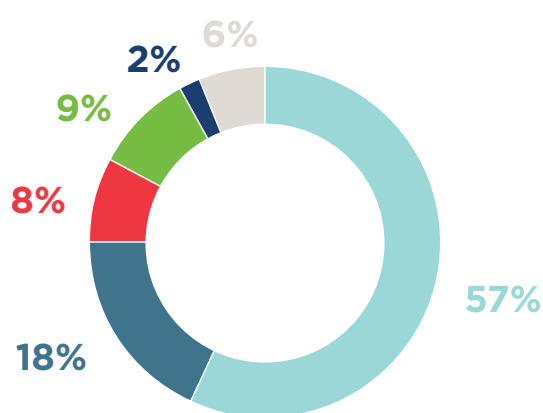
n=2,345

POST-PROFESSIONAL DEGREE PROGRAMS

Athletic training Post-Professional degree programs lead to a degree at the master's or doctoral level for students who are already credentialed as athletic trainers. These programs are intended to expand the depth and breadth of the applied, experiential, and propositional knowledge and skills of athletic trainer through didactic, clinical and research experiences.

Post-Professional Degree Program Overview

The Typical Post-Professional AT Program at a Glance:	
Institution Type	Public
Degree Awarded	Master of Science in Kinesiology
Admissions Process	Direct
New Students Admitted	12
Program Enrollment	28
Student Enrollment by Gender Ratio	2:1, Female to Male*
Student Enrollment by Race Ratio	10:1, White to All Other Races*
Faculty to Student Ratio (Lecture)	1:12*
Faculty to Student Ratio (Lab)	1:11*
Program Director	Tenured Faculty, 10-month Appointment, Academic Doctorate Degree
Number of Core Faculty	3

Post-Professional Degree Program Accreditation, Institution Type and Degree

During the 2019-2020 academic year, there were seven accredited post-professional degree programs, which was a decrease of two from the previous academic year. Eight (88.9%) of the programs were offered at public institutions, and one (11.1%) program was at a private not-for-profit institution. One program offered a Doctor of Athletic Training (DAT), and the remaining programs were offered at the master's degree level. During the 2019-2020 academic year, one post-professional degree program received continuing accreditation following the comprehensive review process.

As was true for professional programs, this year's annual report for post-professional programs also asked if programs were housed with other health care programs. Of the nine accredited post-professional programs, seven (77.8%) indicated being housed with other health care programs.

Post-Professional Degree Programs: Degree Awarded

29%
Master of Science (Athletic Training) *(n=2)*

14%
Master of Arts *(n=1)*

29%
Master of Science in Kinesiology *(n=2)*

14%
Master of Science in Exercise Science *(n=1)*

14%
Doctor of Athletic Training *(n=1)*

N=7
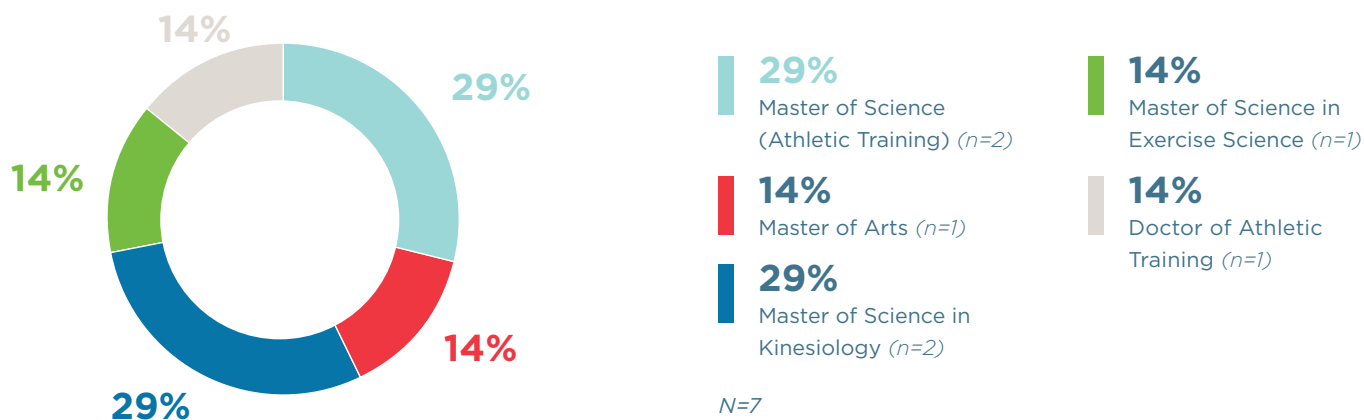
POST-PROFESSIONAL DEGREE PROGRAMS

Post-Professional Degree Programs by State

Legend: 0, 1, 2 — *N=7*
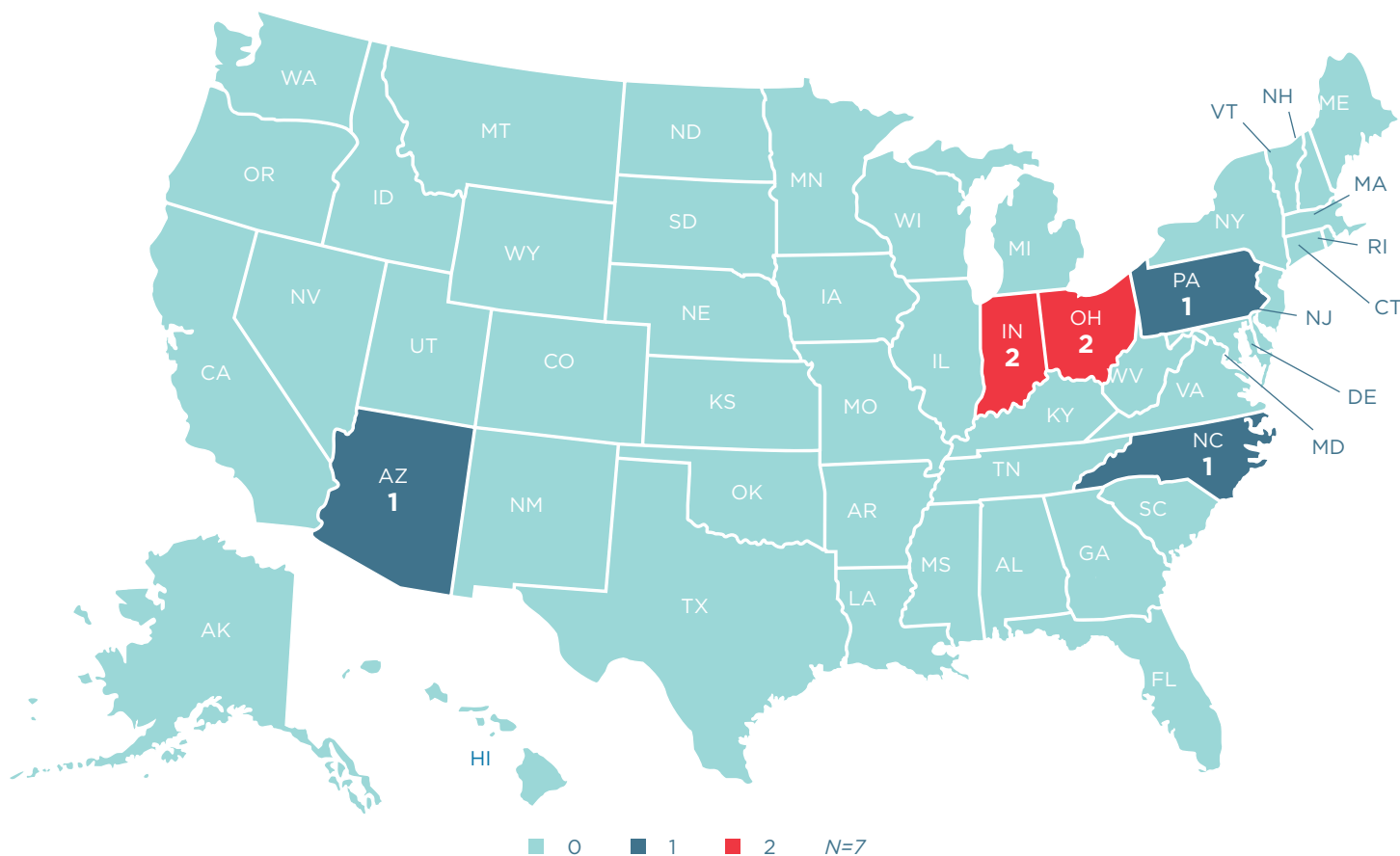
Health Care Programs Administratively Housed with Post-Professional Athletic Training Degree Programs

Nursing	Occupational Therapy	Other	Physical Therapy	Physician Assistant	Social Work	Speech Pathology
2	4	5	5	3	2	1
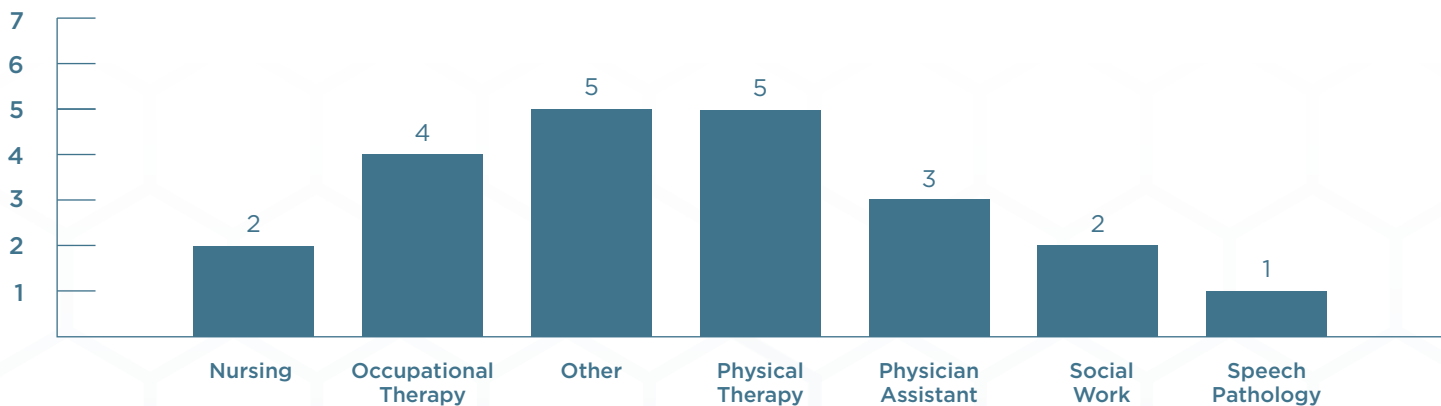
POST-PROFESSIONAL DEGREE PROGRAMS

Program Admissions

Admissions Process

Program directors were asked to identify the admission process used by their program. A process in which the student is admitted to the program upon admittance to the institution is a direct admissions process, whereas a secondary admission process is one in which the student applies to the program separately from the institution.

	Number (%)
Direct Admissions	6 (85.7)
Secondary Admissions	1 (14.3)

N=7

Admissions Capacity and Enrollment

Across all programs, there was a 7.9% decrease in available admissions capacity and a 36.9% decrease in completed applications. Post-professional degree programs operated at approximated 90% capacity for the 2019-2020 academic year.

	Mean ± SD per Program	Total for All Programs
Admission Slots Available	13.9 ± 7.4	97
Completed Applications	38.3 ± 21.4	268
Students Offered Admissions	18 ± 11.7	126
Students Accepting Offer	11.8 ± 8.4	83

N=7

Program Enrollment

Program Enrollment by Gender

	Mean ± SD per Program	Total for All Programs
Female	18.3 ± 17.3	128
Male	8.6 ± 4.0	60
Transgender	0.1 ± 0.4	2
Total	27.2 ± 18.4	189

N=7 programs

POST-PROFESSIONAL DEGREE PROGRAMS

Post-Professional Degree Program Enrollment by Gender for 2019-2020 Academic Year

67.7%
Female

31.7%
Male

0.5%
Transgender
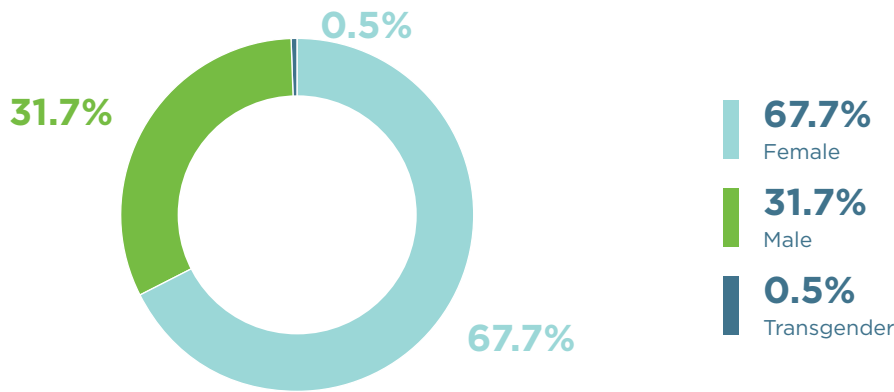
Post-Professional Degree Program Enrollment by Gender: Four-Year Comparison
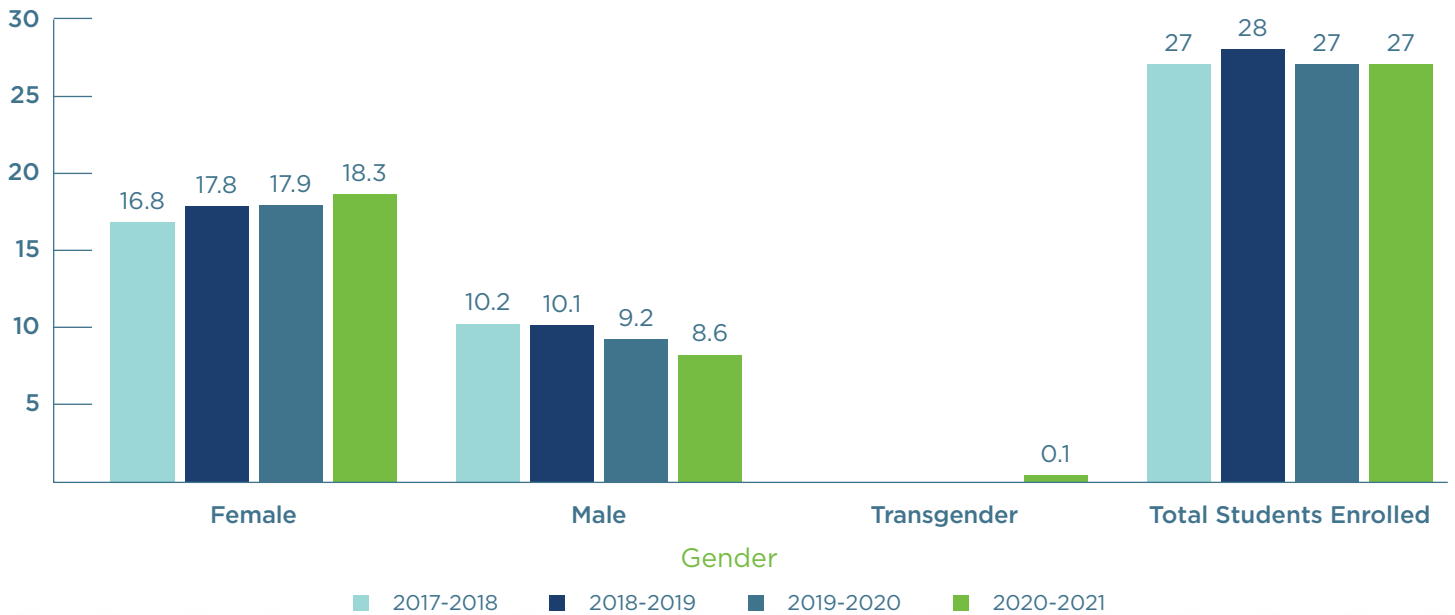
POST-PROFESSIONAL DEGREE PROGRAMS

Program Enrollment by Ethnicity

	Mean ± SD per Program	Total for All Programs
Hispanic	2.7 ± 4.2	19
Non-Hispanic	24.1 ± 18.4	169
Unknown	0.3 ± 0.5	2

N=7 programs

Post-Professional Degree Program Enrollment by Ethnicity: Four-Year Comparison
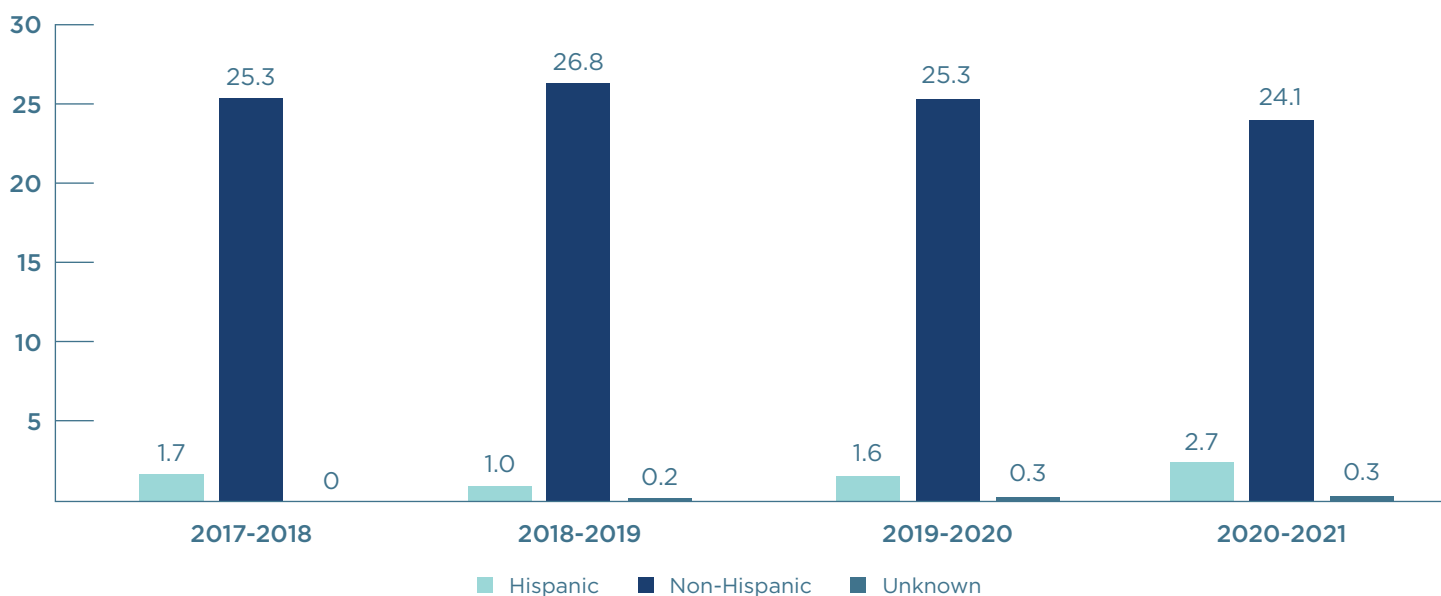
POST-PROFESSIONAL DEGREE PROGRAMS

Program Enrollment by Race

	Mean ± SD per Program	Total for All Programs
American Indian	0	0
Asian	0.6 ± 0.8	4
Black	1.5 ± 1.8	10
Hawaiian/Pacific Islander	0	0
Unknown	0.3 ± 0.5	2
White	24.4 ± 20.7	171
Two or More Races	0.4 ± 0.8	3

N=7 programs

Post-Professional Degree Program Enrollment by Race in 2021
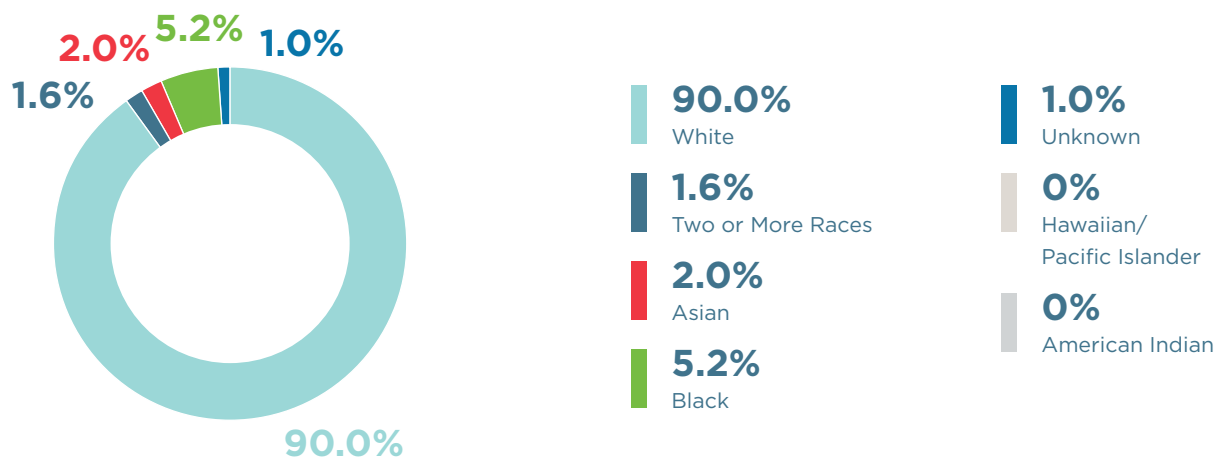
- **90.0%** White
- **1.6%** Two or More Races
- **2.0%** Asian
- **5.2%** Black
- **1.0%** Unknown
- **0%** Hawaiian/Pacific Islander
- **0%** American Indian

POST-PROFESSIONAL DEGREE PROGRAMS

Post-Professional Degree Program Enrollment by Race: Four-Year Comparison

Legend: ■ 2017-2018 ■ 2018-2019 ■ 2019-2020 ■ 2020-2021
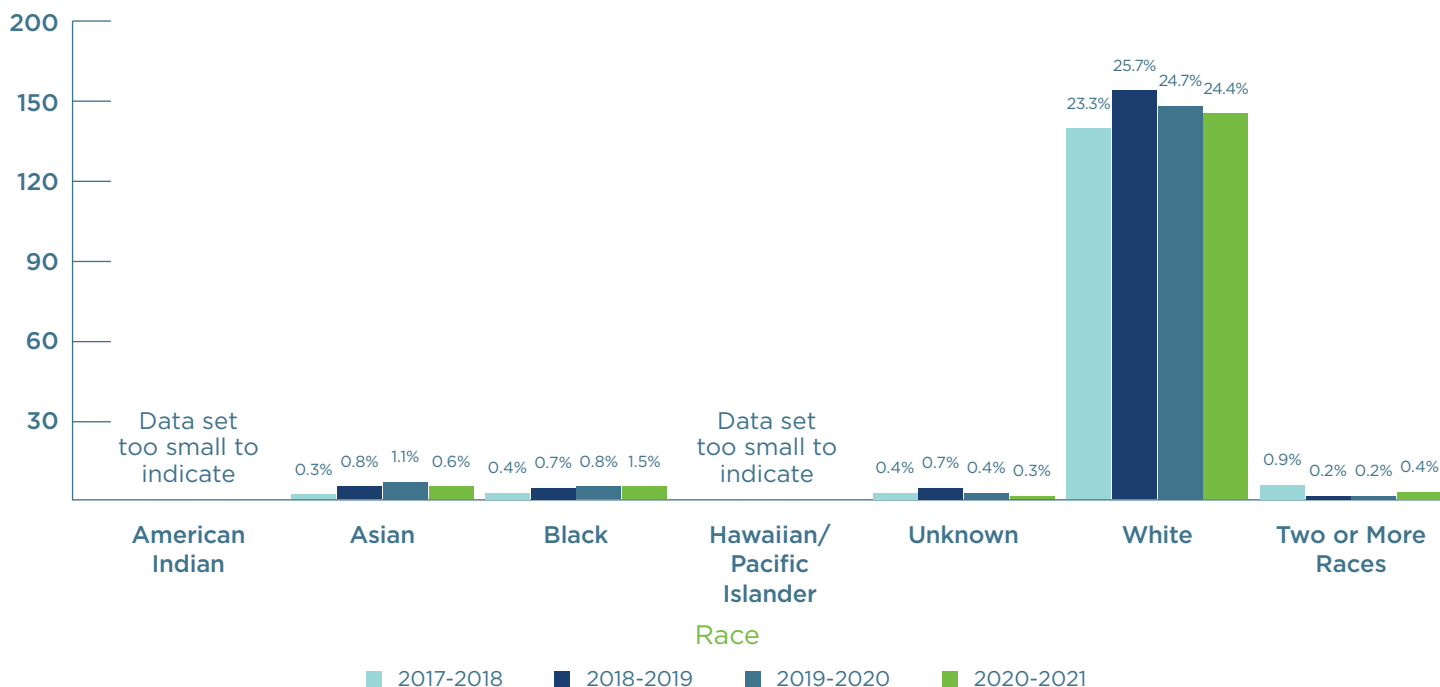
Student Expenses

Program directors listed the associated costs to attend the institution and were instructed to include lab fees in the annual fee section. "Annual Other Costs" included program-specific costs such as liability insurance, background checks and/or other publicized associated costs for their program. The information provided by the single private institution fell within the range of data provided for all public institutions, so therefore were not differentiated in these analyses.

	In-State Costs	Out-of-State Costs
Annual Tuition	13,399 ± 4,401	22,761 ± 5,592
Annual Fees	1,437 ± 1,019	1,436 ± 1,019
Annual Other Costs	150 ± 214	150 ± 214
Total Annual Costs	14,986 ± 4,289	24,346 ± 4,658

N=7, mean $ ± SD unless otherwise noted

POST-PROFESSIONAL DEGREE PROGRAMS

Program Operating Expenditures

Programs indicated the program expenditures associated with administrative support, expendable supplies, professional development and operational expenditures. If positions were shared between programs, respondents were instructed to include only the amount of the position specifically charged to the program.

	Range (Dollars)	Mean Dollars ± SD
Administrative Support*	5,919 – 66,115	35,665 ± 20,812
Expendable Supplies	0 – 49,000	14,620 ± 18,537
Professional Development	0 – 20,500	5,561 ± 8,137
Capital Equipment	0 – 2,000	285 ± 756

N=7

Faculty and Staff

For the program director, the credit hours refer to the amount of credits earned per course, which is published in the institution's course catalog and reflected on the student's transcript. Contact hours refer to the amount time spent in class over the academic year, and release time is reported as a percentage of the standard workload in the respective department within the institution.

Program Director

All seven (100%) of the post-professional degree programs' program directors reported holding an academic doctorate degree. Contract length ranged from nine to 12 months, with four program directors on a nine-month contract, one PD with a 10-month contract, and two PDs on 12-month contract. 71% of program directors reported carrying a 12 credit/year course load or higher.

	Number (%)
PD is Tenure Track Faculty	4 (57)
PD is Tenured	3 (42.8)
	Mean ± SD
PD Years of Experience	17.0 ± 14.6
PD Years of Clinical Experience	5.1 ± 8.8
PD Appointment (Months)	10.1 ± 1.5
PD Contact Hours	109.9 ± 76.7
PD Credit Hours	15.4 ± 8.5
PD Release Time (% of Overall Load)	19.0 ± 17.0

N=7

POST-PROFESSIONAL DEGREE PROGRAMS

Coordinator of Clinical Education

Clinical education coordinators are not required by the Standards for post-professional degree programs; zero of the seven post-professional degree programs reported having a coordinator of clinical education.

Faculty: Student Ratios

Program administrators were instructed to calculate their average faculty-to-student ratio for both laboratory courses and lecture courses, not including ratios for basic science courses or courses taught outside the degree for which the AT program does not have control. For faculty to student ratios in laboratory courses, 71.4% of programs reported a faculty to student ratio of 1:10 or higher, with a maximum reported ratio of 1:22. For faculty-to-student ratios in lecture courses, the majority of programs (57.1%) reported a ratio 1:10 or lower, with a maximum reported ratio of 1:22.

Program Faculty

The number of core faculty in each program ranged from 3 (n=4) to 8 (n=1). The mode (n=4) was three core faculty, and 88.9% of programs indicated have five or fewer core faculty. Numbers of associated faculty ranged from zero to four, and adjunct faculty ranged from zero to three.

	Mean ± SD
Core Faculty	3.3 ± 2.6
Associated Faculty	1.5 ± 1.1
Adjunct Faculty	1.8 ± 1.6

N=7

RESIDENCY PROGRAMS

Athletic Training Residency programs are non-degree, post-professional programs that provide structured, practice-based curricula in an identified focused area of clinical practice to those who are already credentialed athletic trainers. These programs are designed to prepare clinical specialists by building upon and expanding an athletic trainer's knowledge and experience in a focused area of clinical practice.

Residency Program Overview

The Typical AT Residency Program at a Glance:	
Sponsoring Organization	Physician Practice/Clinic
Focused Area of Clinical Practice	Orthopedics
Residency Length	12 Months
New Residents Admitted	4.6^
Student Enrollment by Gender Ratio	3:1, Female to Male
Student Enrollment by Race Ratio	8:1, White to All Other Races^
Number of Preceptors	10^
Number of Faculty	11^
Resident Salary During Residency Program	$30,000-$39,999

*denotes decrease from last year's 'At a Glance' data, ^ denoted increase from last year's 'At a Glance' data

Accreditation Status

During the 2020-2021 academic year, there were a total of 11 CAATE accredited residency programs that is an increase of three programs from last year. One residency program received initial accreditation following the comprehensive review process. Lastly, three programs were actively seeking initial accreditation (i.e., will submit the self-study on July 1, 2022).

RESIDENCY PROGRAMS

Residency Locations by State
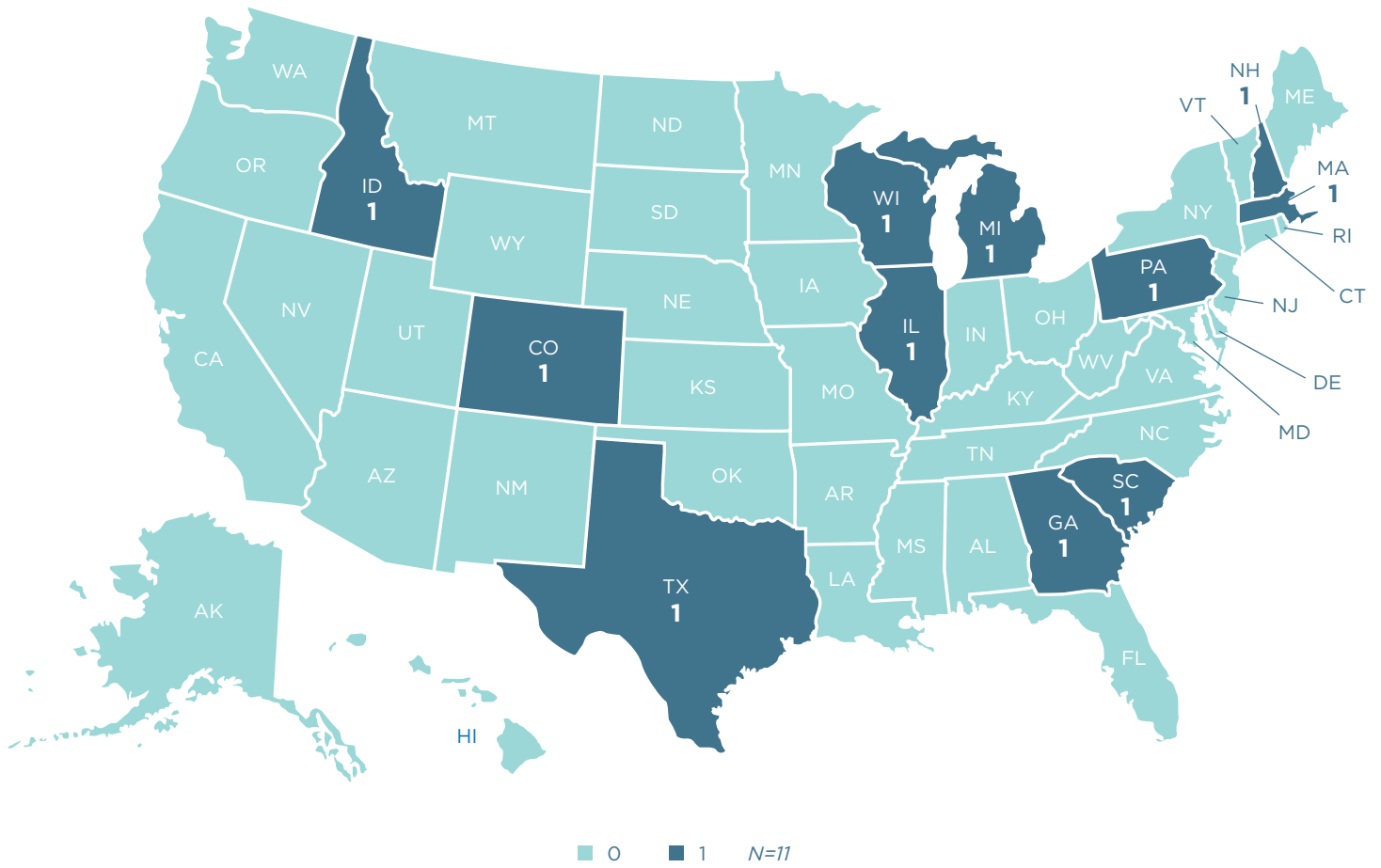
RESIDENCY PROGRAMS

Sponsoring Organization and Clinical Practice Specialty

The majority (81.8.5%) of residency programs are sponsored by physician practice/clinics or medical centers/hospitals. Nine of the 11 residency programs are offered in the specialty of clinical practice of orthopedics.

Residency Program Specialty of Clinical Practice

82% Orthopedics *(n=9)*

9% Primary Care *(n=1)*

9% Rehabilitation *(n=1)*

N=11
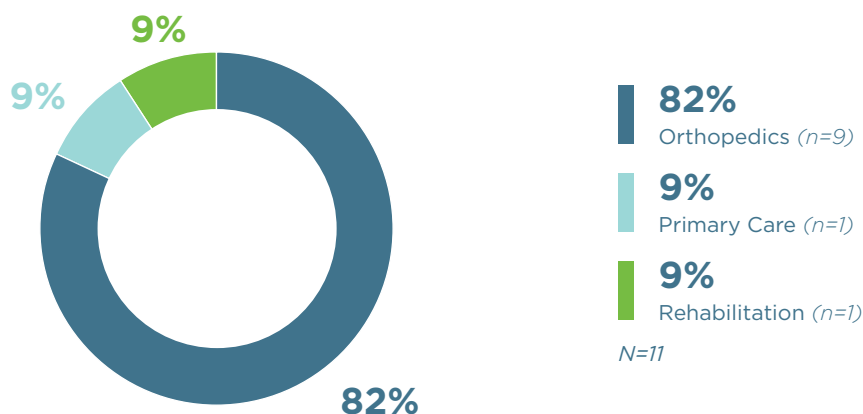
Residency Length and Additional Certifications

Ten accredited residencies report a residency program length of 12 months. One residency program reported a length of 21 months.

Admissions Capacity and Enrollment

	Mean ± SD per Program	Total for All Programs
Resident Spots Available	3.2 ± 2.6	32
Completed Applications	18.8 ± 16.6	207
Residents Offered Admissions/Positions	4.1 ± 3.7	45
Residents Accepting Offer	2.3 ± 2.0	31

N=11

RESIDENCY PROGRAMS

Program Enrollment

Program Enrollment by Gender

	Mean ± SD per Program	Total for All Programs
Female	3.4 ± 1.6	22
Male	1.1 ± 1.1	9
Transgender	0.0 ± 0.0	0.0
Total	4.65± 2.9	31

N=9

Residency Program Enrollment by Gender: Three-Year Comparison
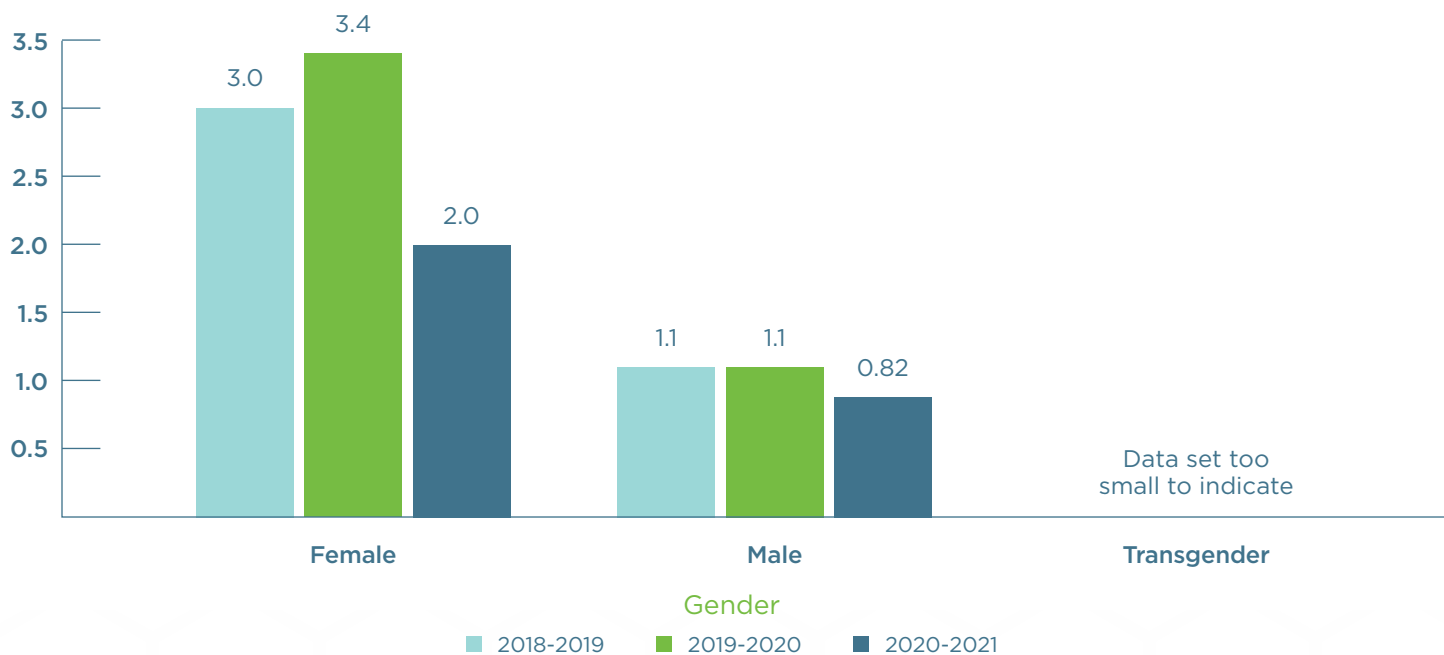
RESIDENCY PROGRAMS

Program Enrollment by Ethnicity

	Mean ± SD per Program	Total for All Programs*
Hispanic	0.9 ± 0.3	1
Non-Hispanic	2.3 ± 2.4	25
Unknown	0.0 ± 0.0	0

Number of reported residents by ethnicity does not equal total reported number of residents (n=26)

Residency Program Enrollment by Ethnicity: Three-Year Comparison
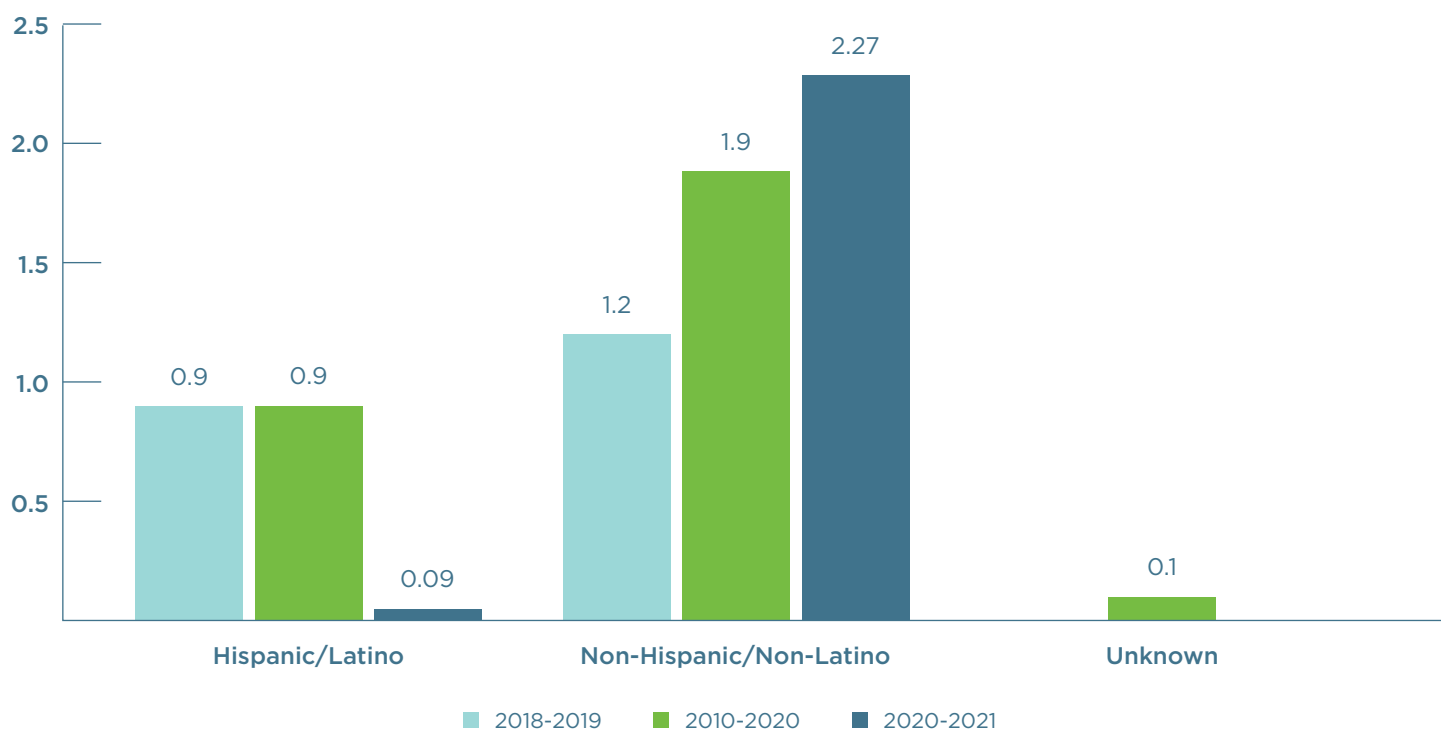
RESIDENCY PROGRAMS

Program Enrollment by Race

	Mean ± SD per Program	Total for All Programs
American Indian	0.0 ± 0.0	0
Asian	0.0 ± 0.0	0
Black	0.09± 0.3	1
Hawaiian/Pacific Islander	0.0 ± 0.0	0
Unknown	0.0 ± 0.0	0
White	2.8 ± 2.0	31

Sum of residents of race categories was less than the total number of residents reported

Residency Program Enrollment By Race: Three-Year Comparison
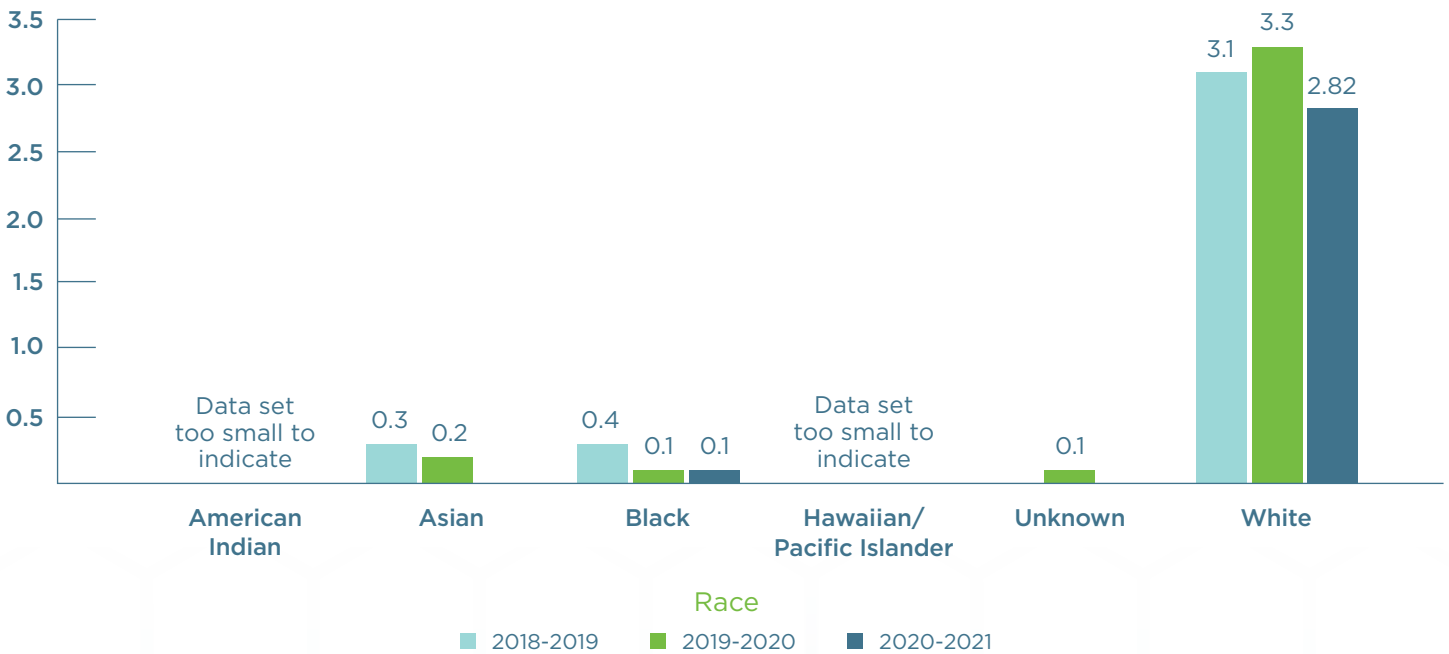
RESIDENCY PROGRAMS

Resident Status

	Mean ± SD per Program	Total for All Programs
International Resident	0.0 ± 0.0	0
In-State Resident	1.8 ± 1.2	5
Out-of-State Resident	2.7 ± 2.0	26

Residency Program Reported Resident Status: Three-Year Comparison

Legend: 2018-2019, 2019-2020, 2020-2021

International Resident: 0.1
In-State Resident: 1.1, 1.8, 0.45
Out-of-State Resident: 3.0, 2.7, 2.36
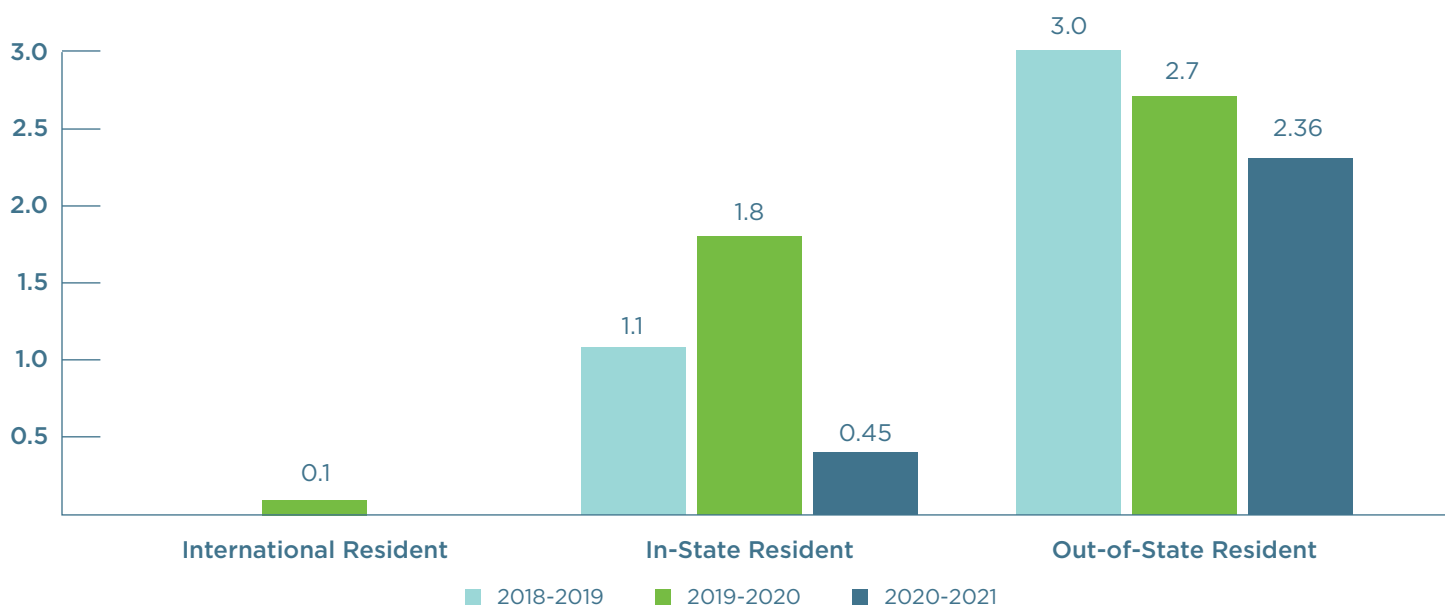
Personnel

Preceptors

The number of preceptors at each program ranged from two to 16. Most programs (65.6%) report having eight or fewer preceptors affiliated with their program.

	Mean ± SD Per Program	Total for All Programs
Total Number of Preceptors	9.4 ± 7.2	76

RESIDENCY PROGRAMS

Faculty

The number of faculty at each program ranged from zero to 35. Most programs (50.6%) report having eight or fewer faculty members affiliated with their program.

	Mean ± SD Per Program	Total for All Programs
Total Number of Faculty	10.0 ± 14.7	79

Salary

Programs were asked to report in which salary range their residents are paid. Four of the eleven accredited programs reported paying their residents between $30,000 and $39,000, and three of the nine programs pay $40,000-$49,999.

Resident Salary by Program

N=11

RESIDENCY PROGRAMS

Benefits

Programs were asked what, if any, additional benefits are residents eligible to receive while completing the Residency Program.

Residency Program Employment Benefit Eligibility
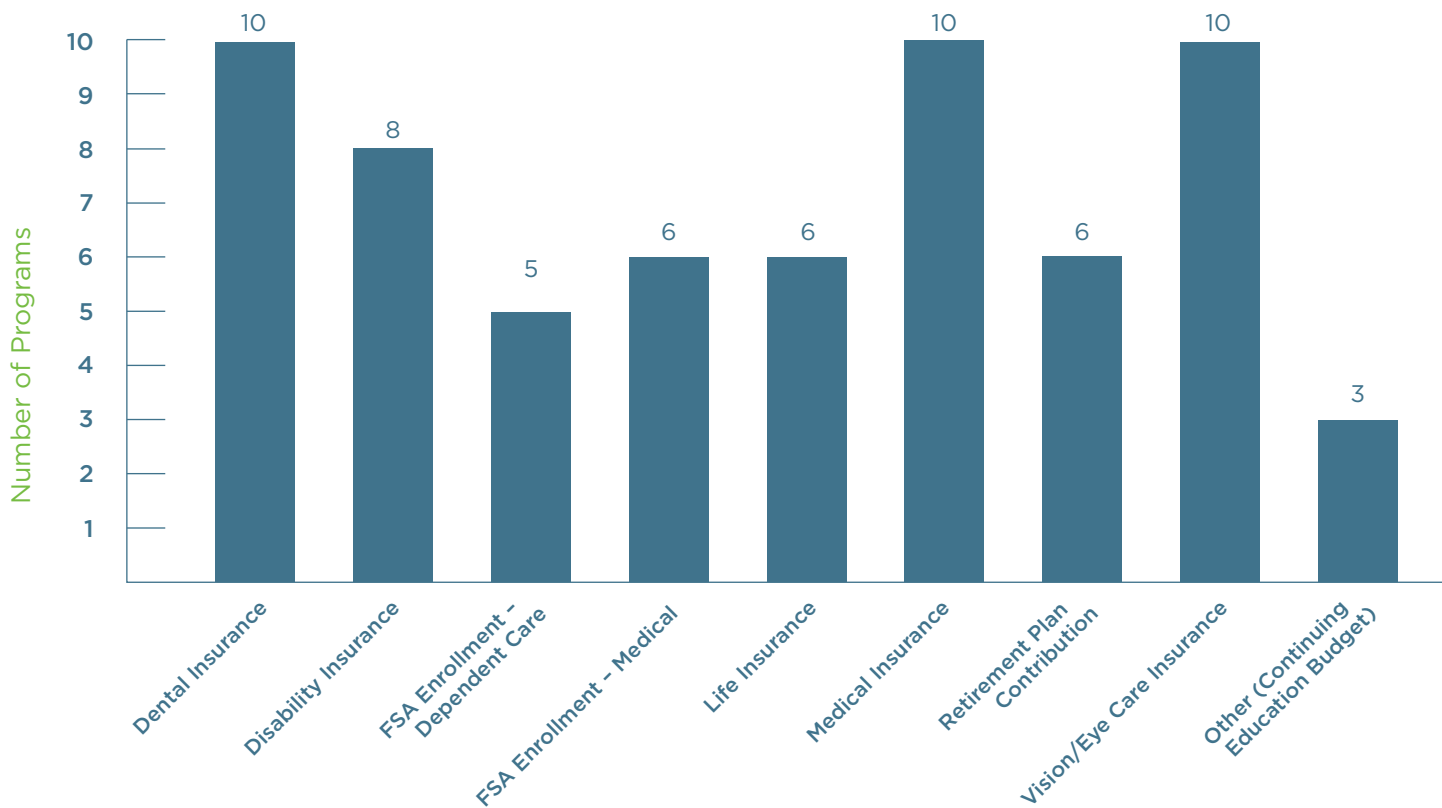
N=11

Outcomes

Employment

Residency program directors were asked to provide the percentage of residents who completed the residency program during the reporting period that ultimately gained employment within the field of athletic training. All 11 accredited programs reported that 100% of residents completing the program had gained employment in the field of athletic training.

RESIDENCY PROGRAMS

Salary

Five programs reported an average salary range of $50,000-$59,000 for residents following completion of the residency program.

Resident Salary by Program

N=11

CAATE

Commission on Accreditation
of Athletic Training Education

			THEC					
			Financial Projections Form					
Institution	Austin Peay State University							
Program Name	Master of Athletic Training							
Projected One-Time Expenditures								
Category	**Planning**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6***	**Year 7***
Faculty & Instructional Staff								
Non-Instructional Staff								
Graduate Assistants								
Accreditation	$3,000	$3,000	$6,500					
Consultants	$10,000							
Equipment	$36,601							
Information Technology								
Library resources								
Marketing								
Facilities								
Travel								
Other								
Total One-Time Expenditures	*$49,601*	*$3,000*	*$6,500*	*$0*	*$0*	*$0*	*$0*	*$0*
Projected Recurring Expenditures								
Category	**Planning**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6***	**Year 7***
Faculty & Instructional Staff	$182,210	$268,520	$268,520	$268,520	$268,520	$268,520		
Non-Instructional Staff	$0	$0	$0	$0	$0	$0		
Graduate Assistants	$30,400	$30,400	$30,400	$30,400	$30,400	$30,400		
Accreditation	$0	$0	$0	$6,000	$6,000	$6,000		
Consultants	$10,000	$0	$0	$0	$0	$0		
Equipment		$2,000	$2,000	$2,000	$2,000	$2,000		
Information Technology	$0	$0	$0	$0	$0	$0		
Library	$0	$0	$0	$0	$0	$0		
Marketing	$20,230	$20,230	$20,230	$20,230	$20,230	$20,230		
Facilities	$21,000	$0	$0	$0	$0	$0		
Travel		$3,300	$3,300	$3,300	$3,300	$3,300		
Other	$0	$0	$0	$0	$0	$0		
Total Recurring Expenditures	*$263,840*	*$324,450*	*$324,450*	*$330,450*	*$330,450*	*$330,450*	*$0*	*$0*
Grand Total (One-Time and Recurring)	**$313,441**	**$327,450**	**$330,950**	**$330,450**	**$330,450**	**$330,450**	**$0**	**$0**

Projected Revenue								
Category	**Planning**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6***	**Year 7***
Tuition		$38,700	$87,075	$140,288	$169,313	$169,313		
Grants	$0	$0	$0	$0	$0	$0		

Other	$0	$2,000	$3,000	$5,000	$5,000	$5,000		
Total Revenues	**$0**	**$40,700**	**$90,075**	**$145,288**	**$174,313**	**$174,313**	**$0**	**$0**

Years 6 and 7 should only be included for doctoral programs

Attachment J

Preceptor Locations

- Northwest High School
- APSU Athletics
- Blanchfield Army Community Hospital
- Clarksville High School
- Montgomery Central High School
- Tennessee Orthopedic Alliance

Attachment K

Q1	Q2	
Have you ever been interested in pursuing a career as a Certified Athletic Trainer (ATC)?	Please indicate your interest in enrolling in a Master of Athletic Training program at Austin Peay State University.	
No		
No		
No		
No		
Yes		
Yes	Interested	1
Yes	Interested	2
Yes	Interested	3
Yes	Interested	4
Yes	Interested	5
Yes	Interested	6
Yes	Interested	7
Yes	Interested	8
Yes	Interested	9
Yes	Interested	10
Yes	Interested	11
Yes	Interested	12
Yes	Interested	13
Yes	Minimally Interested	1
Yes	Somewhat Interested	1
Yes	Somewhat Interested	2
Yes	Somewhat Interested	3
Yes	Somewhat Interested	4
Yes	Somewhat Interested	5
Yes	Somewhat Interested	6
Yes	Somewhat Interested	7
Yes	Very Interested	1
Yes	Very Interested	2
Yes	Very Interested	3
Yes	Very Interested	4
Yes	Very Interested	5

Not interested	0
Minimally Interested	1
Somewhat Interested	7
Interested	14
Very Interested	27

Please indicate your interest in enrolling in a Master of Athletic Training program at Austin Peay State University.
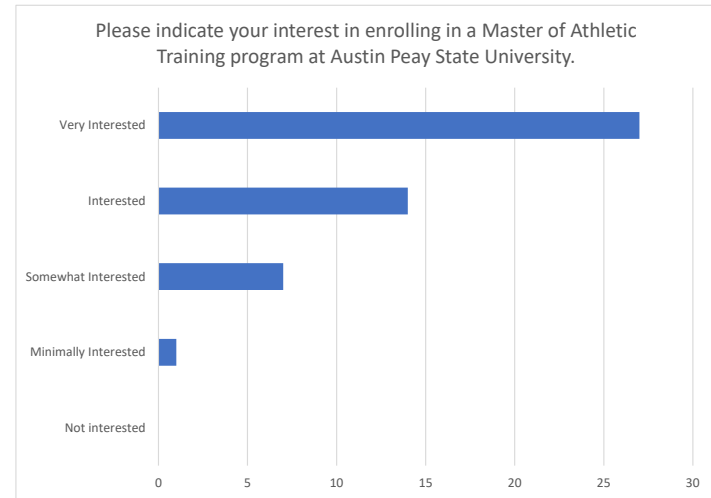
Yes	Very Interested	6
Yes	Very Interested	7
Yes	Very Interested	8
Yes	Very Interested	9
Yes	Very Interested	10
Yes	Very Interested	11
Yes	Very Interested	12
Yes	Very Interested	13
Yes	Very Interested	14
Yes	Very Interested	15
Yes	Very Interested	16
Yes	Very Interested	17
Yes	Very Interested	18
Yes	Very Interested	19
Yes	Very Interested	20
Yes	Very Interested	21
Yes	Very Interested	22
Yes	Very Interested	23
Yes	Very Interested	24
Yes	Very Interested	25
Yes	Very Interested	26
Yes	Very Interested	27

Attachment L

U.S. BUREAU OF LABOR STATISTICS

Bureau of Labor Statistics > Publications > Occupational Outlook Handbook > Healthcare

OCCUPATIONAL OUTLOOK HANDBOOK

OOH HOME | OCCUPATION FINDER | OOH FAQ | HOW TO FIND A JOB | A-Z INDEX | OOH SITE MAP

| Search Handbook | Go |

Athletic Trainers

PRINTER-FRIENDLY

| Summary | What They Do | Work Environment | How to Become One | Pay | Job Outlook | State & Area Data | Similar Occupations | More Info |

Summary

Summary

Quick Facts: Athletic Trainers	
2021 Median Pay	$48,420 per year
Typical Entry-Level Education	Master's degree
Work Experience in a Related Occupation	None
On-the-job Training	None
Number of Jobs, 2021	29,400
Job Outlook, 2021-31	17% (Much faster than average)
Employment Change, 2021-31	5,100

What Athletic Trainers Do

Athletic trainers specialize in preventing, diagnosing, and treating muscle and bone injuries and illnesses.

Work Environment

Many athletic trainers work in educational settings, such as colleges, universities, elementary schools, and secondary schools. Others work in hospitals, fitness centers, or physicians' offices, or for professional sports teams.

How to Become an Athletic Trainer

Athletic trainers typically need at least a bachelor's degree, and master's degrees are common. Nearly all states require athletic trainers to have a license or certification; requirements vary by state.

Pay

The median annual wage for athletic trainers was $48,420 in May 2021.

Job Outlook

Employment of athletic trainers is projected to grow 17 percent from 2021 to 2031, much faster than the average for all occupations.

About 2,500 openings for athletic trainers are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

State & Area Data

Explore resources for employment and wages by state and area for athletic trainers.

Similar Occupations

Compare the job duties, education, job growth, and pay of athletic trainers with similar occupations.

More Information, Including Links to O*NET

Learn more about athletic trainers by visiting additional resources, including O*NET, a source on key characteristics of workers and occupations.

What They Do ->

What They Do

What Athletic Trainers Do

Athletic trainers specialize in preventing, diagnosing, and treating muscle and bone injuries and illnesses.

Duties

Athletic trainers typically do the following:

- Apply protective or injury-preventive devices, such as tape, bandages, and braces
- Recognize and evaluate injuries
- Provide first aid or emergency care
- Develop and carry out rehabilitation programs for injured athletes
- Plan and implement comprehensive programs to prevent injury and illness among athletes
- Perform administrative tasks, such as keeping records and writing reports on injuries and treatment programs

Athletic trainers carry out rehabilitation programs for injured athletes.

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. They work under the direction of a licensed physician and with other healthcare providers, often discussing specific injuries and treatment options or evaluating and treating patients, as directed by a physician. Some athletic trainers meet with a team physician or consulting physician regularly.

An athletic trainer's administrative responsibilities may include regular meetings with an athletic director or another administrative officer to deal with budgets, purchasing, policy implementation, and other business-related issues. Athletic trainers plan athletic programs that are compliant with federal and state regulations; for example, they may ensure a football program adheres to laws related to athlete concussions.

Athletic trainers should not be confused with fitness trainers and instructors, which include *personal trainers*.

Work Environment

Work Environment

Athletic trainers held about 29,400 jobs in 2021. The largest employers of athletic trainers were as follows:

Educational services; state, local, and private	42%
Hospitals; state, local, and private	20
Offices of physical, occupational and speech therapists, and audiologists	11
Fitness and recreational sports centers	6
Self-employed workers	2

Athletic trainers may travel to games with athletes.

Athletic trainers also may work with military, with law enforcement, with professional sports teams, or with performing artists.

Athletic trainers may spend their time working outdoors on sports fields in all types of weather.

Work Schedules

Most athletic trainers work full time. Athletic trainers who work with teams during sporting events may work evenings or weekends and travel often.

How to Become One

How to Become an Athletic Trainer

Athletic trainers typically need at least a bachelor's degree, and master's degrees are common. Nearly all states require athletic trainers to have a license or certification; requirements vary by state.

Education

To enter the occupation, athletic trainers typically need a degree from a program accredited by the Commission on Accreditation of Athletic Training Education (CAATE). Although some jobs are available for workers with a bachelor's degree, many athletic trainers have a master's degree.

Admission into athletic trainer master's programs generally requires a bachelor's degree with completion of coursework in science and health. Master's degree programs have classroom and clinical components and include instruction in areas such as injury prevention, therapeutic modalities, and nutrition.

High school students interested in postsecondary athletic training programs should take courses in anatomy, physiology, and physics.

Athletic trainers must be licensed or certified in nearly all states.

Licenses, Certifications, and Registrations

Nearly all states require athletic trainers to be licensed or certified; requirements vary by state. For specific requirements, contact the particular state's licensing board.

The Board of Certification for the Athletic Trainer (BOC) offers the standard certification examination that most states use for licensing athletic trainers. Certification requires graduating from a CAATE-accredited program and passing the BOC exam. To maintain certification, athletic trainers must adhere to the BOC Standards of Professional Practice and take continuing education courses.

Important Qualities

Compassion. Athletic trainers work with athletes and patients who may be in considerable pain or discomfort. The trainers must be sympathetic while providing treatments.

Decisionmaking skills. Athletic trainers must make informed clinical decisions that could affect the health or livelihood of patients.

Detail oriented. Athletic trainers must record patients' progress accurately and ensure that they are receiving the appropriate treatments or practicing the correct fitness regimen.

Interpersonal skills. Athletic trainers must have strong interpersonal skills in order to manage difficult situations. They must communicate well with others, including physicians, patients, athletes, coaches, and parents.

Advancement

Assistant athletic trainers may become head athletic trainers, athletic directors, or physician, hospital, or clinic practice administrators. In any of these positions, they will assume a management role. Athletic trainers working in colleges and universities may pursue an advanced degree to increase their advancement opportunities.

<- Work Environment | Pay ->

Pay

Pay

The median annual wage for athletic trainers was $48,420 in May 2021. The median wage is the wage at which half the workers in an occupation earned more than that amount and half earned less. The lowest 10 percent earned less than $36,960, and the highest 10 percent earned more than $76,180.

In May 2021, the median annual wages for athletic trainers in the top industries in which they worked were as follows:

Educational services; state, local, and private	$58,750
Fitness and recreational sports centers	54,710
Hospitals; state, local, and private	48,070
Offices of physical, occupational and speech therapists, and audiologists	47,210

Most athletic trainers work full time. Athletic trainers who work with teams during sporting events may work evenings or weekends and travel often.

Athletic Trainers

Median annual wages, May 2021

Other healthcare practitioners and technical occupations	$54,480
Athletic trainers	$48,420
Total, all occupations	$45,760

Note: All Occupations includes all occupations in the U.S. Economy.
Source: U.S. Bureau of Labor Statistics, Occupational Employment and Wage Statistics

<- How to Become One | Job Outlook ->

Job Outlook

Job Outlook

Employment of athletic trainers is projected to grow 17 percent from 2021 to 2031, much faster than the average for all occupations.

About 2,500 openings for athletic trainers are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

Employment

Some of the projected employment growth in this occupation is due to recovery from the COVID-19 recession of 2020.

Sports programs at all ages and for all experience levels will continue to create demand for athletic trainers. With high levels of participation by children and youth in individual and team sports, athletic trainers will be needed to manage emergency and non-emergency situations that arise. The popularity of college sports and continued participation by student athletes will increase demand for these workers to help athletes prevent and recover from injuries and perform at their highest level.

Athletic Trainers

Percent change in employment, projected 2021-31

Athletic trainers	17%
Other healthcare practitioners and technical occupations	12%
Total, all occupations	5%

Note: All Occupations includes all occupations in the U.S. Economy.
Source: U.S. Bureau of Labor Statistics, Employment Projections program

Meanwhile, growing numbers of middle-aged and older people are remaining physically active. Their continued activity will likely lead to an increase in athletic-related injuries, such as sprains. Athletic trainers will be needed to provide sophisticated treatments in injury prevention and detection.

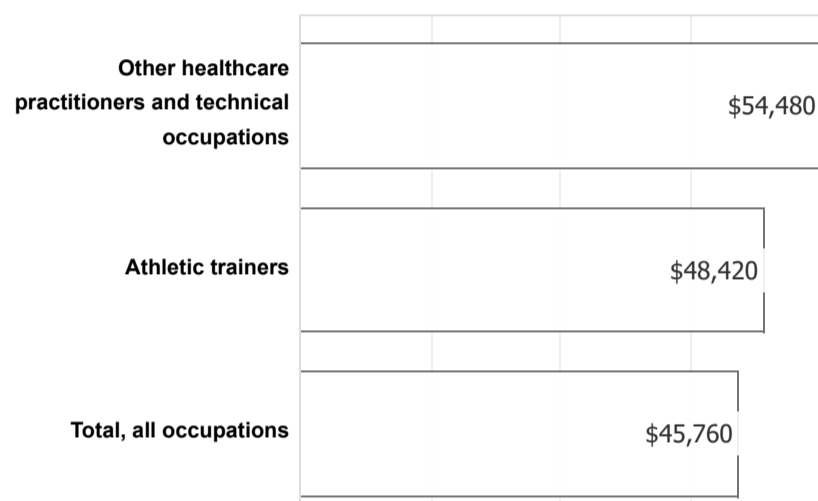**Employment projections data for athletic trainers, 2021-31**

Athletic trainers

SOC Code:
29-9091

Employment, 2021:
29,400

SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program

Projected Employment, 2031:
34,500

Change, 2021-31 (Percent):
17

Change, 2021-31 (Numeric):
5,100

Employment By Industry:
Get data

SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program

<- Pay   State & Area Data ->
State & Area Data

State & Area Data

Occupational Employment and Wage Statistics (OEWS)

The Occupational Employment and Wage Statistics (OEWS) program produces employment and wage estimates annually for over 800 occupations. These estimates are available for the nation as a whole, for individual states, and for metropolitan and nonmetropolitan areas. The link(s) below go to OEWS data maps for employment and wages by state and area.

- Athletic trainers

Projections Central

Occupational employment projections are developed for all states by Labor Market Information (LMI) or individual state Employment Projections offices. All state projections data are available at www.projectionscentral.org   . Information on this site allows projected employment growth for an occupation to be compared among states or to be compared within one state. In addition, states may produce projections for areas; there are links to each state's websites where these data may be retrieved.

CareerOneStop

CareerOneStop includes hundreds of occupational profiles   with data available by state and metro area. There are links in the left-hand side menu to compare occupational employment by state and occupational wages by local area or metro area. There is also a salary info tool   to search for wages by zip code.

<- Job Outlook   Similar Occupations ->
Similar Occupations

Similar Occupations

This table shows a list of occupations with job duties that are similar to those of athletic trainers.

Chiropractors

Job Duties:
Chiropractors evaluate and treat patients' neuromusculoskeletal system, which includes nerves, bones, muscles, ligaments, and tendons.

Entry-Level Education:
Doctoral or professional
degree

2021 Median Pay:
$75,000

Coaches and Scouts

Job Duties:
Coaches teach amateur or professional athletes the skills they need to succeed at their sport. Scouts evaluate athletes as possible recruits.

Entry-Level Education:
Bachelor's degree

2021 Median Pay:
$38,970

EMTs and Paramedics

Job Duties:
Emergency medical technicians (EMTs) and paramedics respond to emergency calls, performing medical services and transporting patients to medical facilities.

Entry-Level Education:
Postsecondary nondegree
award

2021 Median Pay:
$36,930

Exercise Physiologists

Job Duties:
Exercise physiologists develop fitness and exercise programs that help injured or sick patients recover.

Entry-Level Education:
Bachelor's degree

2021 Median Pay:
$47,940

Massage Therapists

Job Duties:
Massage therapists treat clients by applying pressure to manipulate the body's soft tissues and joints.

Entry-Level Education:
Postsecondary nondegree
award

2021 Median Pay:
$46,910

Occupational Therapists

Job Duties:
Occupational therapists treat patients who have injuries, illnesses, or disabilities through the therapeutic use of everyday activities.

Entry-Level Education:
Master's degree

2021 Median Pay:
$85,570

Physical Therapists

Job Duties:
Physical therapists help injured or ill people improve movement and manage pain.

Entry-Level Education:
Doctoral or professional
degree

2021 Median Pay:
$95,620

Physician Assistants

Job Duties:
Physician assistants examine, diagnose, and treat patients under the supervision of a physician.

Entry-Level Education:
Master's degree

2021 Median Pay:
$121,530

Recreational Therapists

Job Duties:
Recreational therapists plan, direct, and coordinate recreation-based medical treatment programs for people with disabilities, injuries, or illnesses.

Entry-Level Education:
Bachelor's degree

2021 Median Pay:
$47,940

Respiratory Therapists

Job Duties:
Respiratory therapists care for patients who have trouble breathing—for example, because of a chronic condition such as asthma.

Entry-Level Education:
Associate's degree

2021 Median Pay:
$61,830

<- State & Area Data   More Info ->

More Info

Contacts for More Information

For more information about athletic trainers, visit

National Athletic Trainers' Association

For more information about accredited athletic training programs, visit

Commission on Accreditation of Athletic Training Education

For more information about certification and state regulatory requirements for athletic trainers, visit

Board of Certification for the Athletic Trainer

CareerOneStop

For a career video on athletic trainers, visit

Athletic Trainers

O*NET

Athletic Trainers

<- Similar Occupations

SUGGESTED CITATION:

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Athletic Trainers,
at https://www.bls.gov/ooh/healthcare/athletic-trainers.htm (visited *March 16, 2023*).

Last Modified Date: Thursday, September 8, 2022

U.S. BUREAU OF LABOR STATISTICS Office of Occupational Statistics and Employment Projections   PSB Suite 2135   2 Massachusetts Avenue NE   Washington, DC 20212-0001

Telephone:1-202-691-5700_ www.bls.gov/ooh   Contact OOH

Attachment M

MENU

PROGRAM INFORMATION AND OUTCOMES

PROGRAM INFORMATION AND OUTCOMES

University Of Tennessee At Chattanooga / University Of Tennessee At Chattanooga - TN05

State	Tennessee
Program Type	Professional
Program Accreditation Status	Continuing Accreditation
Initial Accreditation Date	10-17-2003
Year of Next Comprehensive Programmatic Review	2028-2029
Accreditation Actions	**March 2019:** 10 years Continuing Accreditation granted. **August 2014:** Progress Report accepted. Program is compliant with all Standards. **March 2014:** Progress Report for Standard 8: BOC data on the program's web page does not include required information from Standard 7 due June 1, 2014.
Address	615 McCallie Avenue; Dept. 6606 Department Of Health And Human Performance Chattanooga, TN - 37403-2598
Website	http://www.utc.edu/graduate-athletic-training/ (http://www.utc.edu/graduate-athletic-training/)

BOC Pass Rate

Once a BOC ID is matched to each student in a cohort, and the student has taken the BOC exam, this table will populate from data directly from the BOC. The aggregate pass rate is calculated by the number of graduates taking the exam divided by the number of graduates who pass the exam. Important note: The first time pass rate and total pass rate may be different than what was previously received by programs from the BOC in the Institution Pass Report . The BOC pass rate on previous reports from the BOC was calculated without regard to student cohort and was based on the BOC exam year (April-February of each year). BOC pass rate data posted on the program's website MUST match the data on this table.

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	3 yr aggregate
Number of students graduating from program.	20	14	15	18	13	17	17	17	15	14	46
Number of students graduating from program who took examination.	20	14	15	18	13	17	17	17	15	14	46
Number of students who passed the examination on the first attempt.	20	14	15	17	13	17	17	11	11	11	33
Percentage of students who passed the examination on the first attempt.	100	100	100	94	100	100	100	65	73	79	72
Number of students who passed the examination regardless of the number of attempts.	20	14	15	18	13	17	17	16	15	13	44
Percentage of students who passed the examination regardless of the number of attempts.	100	100	100	100	100	100	100	94	100	93	96

Program Retention Rate

Measures the percentage of students who have enrolled in the professional program who return to the institution to continue their studies in the program the following academic year. Program retention rate includes the number of students who enrolled in the program, the number of students returning for each subsequent academic year, and the percentage of students returning for each subsequent academic year.

Please note: Our system began automatically calculating the retention rate percentage beginning in 2020-21. Prior year data for the retention rate percentage is not available through our system and will display at n/a. Program retention rates are only calculated and updated one time per year. Program Administrators: Please ensure student cohort information is updated each year to ensure accurate information is reflected in the outcomes tables.

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Enrolled Students	n/a	n/a	n/a	n/a	n/a	n/a	34	30	27	29
Retention Rate (%)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	88	93	100

Program Graduation Rate

Measures the progress of students who began their studies as a full-time degree-seeking students by showing the percentage of these students who complete their degree within 150% of "normal time" for completing the program in which they are enrolled. Programs must post the following data for the past three years on their website: the number of students admitted to the program, the number of students who graduated, and the percentage of students who graduated.

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	3 yr aggregate
Number of students graduating from program.	20	14	15	18	13	17	17	17	15	14	46
Student Completion Rate (%)	100	100	100	100	93	94	100	100	88	93	94

Student Employment/Placement Rate

Please note: Student employment/placement rates are reported in "real-time". Program Administrators: Please ensure student cohort information is updated to ensure accurate information is reflected in the achievement measures tables.

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	3 yr aggregate
Number of students Employed as AT	20	14	14	18	13	16	17	16	14	12	42
Student Employment/Placement Rate as AT (%)	100	100	93	100	100	94	100	94	93	86	91
Number of students employed as other	0	0	0	0	0	1	0	1	0	0	1
Student Employment/Placement Rate as other (%)	0	0	0	0	0	6	0	6	0	0	2
Number of students not employed	0	0	1	0	0	0	0	0	0	1	1
Student Not Employed Rate (%)	0	0	7	0	0	0	0	0	0	7	2

CAATE
Commission on Accreditation
of Athletic Training Education

2001 K Street NW, 3rd Floor North
Washington, DC 20006
P: 512-733-9700 | TOLL FREE: 844-GO-CAATE (844-462-2283)

AT CAS
Athletic Training Centralized Application System

CHEA Council for Higher Education Accreditation
CHEA International Quality Group
CIQG

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Login

Attachment N

QTY	Product	Description	UOM	Unit Price	Price
5	1211403	Goniometer Stainless 8" EA	EA	$ 27.13	$ 135.65
1	1118647	Goniometer Baseline Plastic Black Digit Ea	EA	$ 27.41	$ 27.41
3	6005843	Tape Measuring 60" Flexible Plastic Case Ea	EA	$ 14.03	$ 42.09
3	1397128	Hammer Neurological 7.5"Handle Red/Silver Ea	EA	$ 2.40	$ 7.20
1	1435735	Rack Accessorized Lmnt/Mirror Combo w/Wghts/Bnds/Dumbbells Blk Ea	EA	$ 1,569.98	$ 1,569.98
2	4845444	Ball Exercise CanDo PVC Red Inflatable 300lb 30" Ea	EA	$ 19.25	$ 38.50
1	4848632	Gymnic Exercise Ball 34" BLUE EA	EA	$ 22.22	$ 22.22
1	4851820	Gymnic Exercise Ball 38" RED EA	EA	$ 29.62	$ 29.62
1	1021263	Gymnic Exercise Ball 48" Orange EA	EA	$ 69.53	$ 69.53
2	1263602	Taping Table H-Brace 48x27x36 Oak Laminate Ea	EA	$ 388.47	$ 776.94
3	1430073	Table Treatment/ Sideline Portable/ Bariatric 73x28 Black Ea	EA	$ 536.09	$ 1,608.27
2	1430108	Megacart Proteam 2 Door/Drw Custom Ea	EA	$ 464.04	$ 928.08
1	5701464	Aluminum Crutches Adult 5'2"-5'10" Pair, 8 PR/CA	PR	$ 22.33	$ 22.33
1	5701465	Aluminum Crutches Tall Adult 5'10"-6'6" Pair, 8 PR/CA	PR	$ 22.58	$ 22.58
1	6855939	Band Exercise CanDo Blue 50Yd Heavy Resistance Ea	EA	$ 58.47	$ 58.47
1	1198221	Band Exercise Latex Mini Green 9x2" Medium Ea	EA	$ 1.95	$ 1.95
1	1198223	Band Exercise Latex Mini Blue 9x2" Heavy Ea	EA	$ 2.28	$ 2.28
1	1198226	Band Exercise Latex Mini Black 9x2" Heavy Ea	EA	$ 2.54	$ 2.54
1	1238422	Bike Exercise Assault Air Ea	EA	$ 915.60	$ 915.60
1	1329418	BiowavePRO Neurostimulator 1/Kt	KT	$ 4,811.54	$ 4,811.54
2	6723771	Immobilizer Head Plastic/ Foam Universal 15x10x7" w/Strap Ea	EA	$ 179.88	$ 359.76
1	7780046	Strap Stretchout 72" w/ 100 Loop Ea	EA	$ 18.49	$ 18.49
2	9006368	Oximeter Pulse Fingertip Pocket Size Ea, 100 EA/CA	EA	$ 46.91	$ 93.82
1	9607381	System Balance MAPS Complete w/ Board/ Rack Ea	EA	$ 368.19	$ 368.19
1	1126830	Glove Exam PF Nitrile Small Criterion Ultra N300 300/Bx,10 BX/CA	BX	$ 9.76	$ 9.76
1	1126831	Glove Exam PF Nitrile Medium Criterion Ultra N300 300/Bx, 10 BX/CA	BX	$ 9.76	$ 9.76
1	1126832	Glove Exam PF Nitrile Large Criterion Ultra N300 300/Bx,10 BX/CA	BX	$ 9.76	$ 9.76
1	1404105	Therm X Back Garment Durable OSFM Ea	EA	$ 379.09	$ 379.09
1	1404117	Therm X Split Umbilical Hose Ea	EA	$ 469.09	$ 469.09
1	1404106	Therm X Machine AT Ea	EA	$ 4,999.09	$ 4,999.09
1	1404107	Therm X Knee Garment Durable OSFM Ea	EA	$ 399.09	$ 399.09
1	1404110	Therm X Ankle Garment Durable OSFM Ea	EA	$ 389.09	$ 389.09
1	1404113	Therm X Elbow Garment Durable OSFM Ea	EA	$ 379.09	$ 379.09
1	1404111	Therm X Shoulder Garment Durab OSFM Ea	EA	$ 489.09	$ 489.09

1	1404114	Therm X Hip Garment Durable OSFM Ea	EA	$	499.09	$	499.09
2	1412850	Hypervolt 2 Ea	EA	$	250.00	$	500.00
2	1432481	Rapid Form 3 Piece 1/St	ST	$	603.67	$	1,207.34
2	1168775	Stimulator Muscle Intelect Legend XT Combo 4 Channel each	EA	$	3,672.84	$	7,345.68
1	2033856	Thermometer Patient Suretemp+ 690 Oral Digital LCD 4'Crd Ea	EA	$	318.15	$	318.15
1	5138048	Otoscope/ Ophthalmoscope Set PocketScope 2.5V TL AA Battery Ea	EA	$	595.59	$	595.59
1	6452314	Dressing 2nd Skin Burn Square 1x1" Hydrogel 200/Jr	JR	$	19.72	$	19.72
1	6010957	Tape Kinesio Tex Gold Blk Adh LF 2"x34yd RL Cttn/Elstc ea	BX	$	51.03	$	51.03
1	6130167	Tape PowerFlex Compression Black Chsv Ltx 2x6yd RL	CA	$	35.00	$	35.00
1	6810261	Tape PowerFast Stretch Black Chsv Ltx 2.75x6yd RL	CA	$	42.49	$	42.49
1	8296348	Bandage Deluxe 4"x11yd Cttn Poly Clip Closure Tan LF	EA	$	7.66	$	7.66
1	8297077	Bandage Deluxe 480 4"x5yd Cttn Elst Clip Closure Tan	PK	$	23.13	$	23.13
1	8297343	Bandage Deluxe 4"x5-1/2yd Cttn Poly Clip Closure Tan	BX	$	38.22	$	38.22
1	8299338	Bandage Deluxe 480 6"x5yd Cttn Elst Clip Closure Tan	PK	$	34.09	$	34.09
1	8299889	Bandage Deluxe 6"x11yd Elastic Clip Closure Tan LF NS	EA	$	10.99	$	10.99
1	9113665	Tape Leukotape P Athletic Tan 1-1/2"x15yd Roll Ryn	RL	$	8.16	$	8.16
2	1345242	Cutter Tape Shark 8-1/4" Valox Resin/ Fiberglass Ea	EA	$	9.36	$	18.72
1	1348646	Tape Athletic 1000 Trnr Wht Adh LF 1.5x15yd RL Ctn/Znc	CA	$	49.66	$	49.66
1	1755422	Stockinette Tubular 3"x11yd Compression White LF NS	EA	$	19.67	$	19.67
1	1011406	Underwrap Athletic Black Self-Adhesive LF 2.75x30 RL	CA	$	58.07	$	58.07
1	3646800	TapeWrap Premium Black Cohesive 2"x6yd Roll 24/Ca	CA	$	32.39	$	32.39
1	4462921	Underwrap M Black Self-Adhesive LF 2.75x30 Team Pk	CA	$	49.69	$	49.69
1	9532890	Scissor Bandage/Utility Vant Bl/Fn Ang 7-1/2" Univ Econ	EA	$	6.44	$	6.44
1	1426500	Hivamat Deep Oscillation Perso Ea	EA	$	5,295.00	$	5,295.00
1	1007898	Scissor Utility HSI 7-1/4" Universal SS Ea	EA	$	3.24	$	3.24
1	3789423	Scissor Bandage Lister 7-1/4" SS Ea, 12 EA/CA	EA	$	2.00	$	2.00
1	1018187	Stretcher Scoop 65x17x3 350lb Center Open w/3 Straps	EA	$	548.35	$	548.35
1	4998327	BAK-PAK II Backboard w/Pins Yellow Ea	EA	$	246.21	$	246.21
1	1303080	Stethoscope Teaching Black 22" Length Dual Head Ea	EA	$	7.23	$	7.23
1	9004818	Stethoscope Proscope/ HSI Nurse Black 22" PVC Tube	EA	$	3.11	$	3.11
1	1126067	Sphyg Aneroid Diagnostix Sz11 Adult LF Adcuff Bldr	EA	$	49.13	$	49.13
1	1126077	Sphyg Aneroid Essentials Economy Std Adlt Cuff Pckt Navy Blue Ea, 20 EA/CA	EA	$	10.13	$	10.13
						$	36,601.33

Recurring cost