

WSU Five-Year Graduate Program Review
Self-Study

Cover Page

Department/Program: Master of Science in Athletic Training
Semester Submitted: Fall 2019
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A. Brief Introductory Statement

The Master of Science in Athletic Training (MSAT) program at Weber State University is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). This accreditation is awarded following the submission of a detailed self-study document as well as an on-campus site visit. This program received its initial accreditation with zero citations in March 2010, and was reaccredited in November 2014.

In almost every state, in order to work as an Athletic Trainer, one must graduate from an accredited AT program and pass the Board of Certification (BOC) exam for Athletic Trainers. The outcomes listed below are those identified by the BOC's Practice Analysis which is used to develop the certification exam. In the MSAT program, graduate students learn all content in didactic courses. During each of the four semesters, students are then enrolled in a clinical course which reviews all of the content from the previous semester(s). Students must demonstrate a minimum of an 80% on the written final and oral/practical exams in every clinical course in order to pass the course.

Overarching Goals

The MSAT curriculum is designed to:

- Prepare the student to meet the educational competencies and clinical proficiencies necessary to be eligible to sit for the Board of Certification (BOC) examination.
- Provide a research experience for the students to create both graduates that can conduct research as well as be consumers of published research.
- Prepare students to seek entrance into doctoral programs such as athletic training, sports psychology, kinesiology, and exercise physiology.
- Provide an individualized clinical plan for each student based on:
 - the student's personal and professional interests
 - providing the students with a variety of experiences and preceptors
 - the accreditation clinical education standards

B. Mission Statement

a. Description of Program Mission

The mission of the Weber State University Master of Science in Athletic Training Program is to provide a quality educational and research experience for students. Graduate students are presented with didactic and psychomotor experiences that will lead them to being able to exercise sound ethical judgment, achieve satisfying careers, and make positive contributions to their communities. In addition, the MSAT guides the student on the journey to become a lifelong learner through obligatory professional continuing education.

- b. Brief discussion of the alignment of the program mission with the mission, core themes, and strategic plans of Weber State University (see http://weber.edu/universityplanning/Mission_and_core_themes.html)

The Master of Science in Athletic Training Program is aligned with the core themes of the university. The core theme of Access is achieved by the MSAT program through high pass rates on the national certification exam and high job placement rates of its graduates. The core them of Learning is achieved through graduate research, service learning embedded throughout the curriculum, and extensive clinical experiences in a variety of settings during every semester in the program. The core them of Community is a strength of the MSAT program, achieved through graduate students providing athletic training services in a supervised environment in local high schools, hospitals, clinics, and community events.

C. Program and Curriculum

a. Program Description

- i. Include all admission, retention, and degree requirements. Include GPA, standardized test scores, English language proficiency requirements, etc.
(Alternatively, include a link to the online catalog or website that provides this information)

Minimum Admissions Requirements

- Bachelor's degree
- Admission to Weber State University (Students apply only to the MSAT and will be admitted to WSU and the MSAT concurrently. Students do NOT need to apply through the WSU general admissions process)
- GRE scores (only required if GPA is below a 3.0)
- Minimum 3.0 GPA*
- Submit Graduate Athletic Training Student Application through ATCAS (found online at: <https://atcas.liaisoncas.com>)
- Submit Application Essay/Personal Statement (see online application in ATCAS for details)
- Two References - at least one reference must be a college-level instructor
- Grade of C or better in all prerequisite courses (all prerequisites must have been completed within the last 10 years prior to application)**
- Documentation of at least 50 observations hours with a Certified Athletic Trainer (or similar healthcare provider for international applicants)
- Program Interview - in person or over the phone
- Completed Technical Standards Form - can be completed after admission (Form can be found at: <https://www.weber.edu/msat/admission.html>)
- Official Transcripts from ALL other colleges/universities attended (send directly to ATCAS)
- Proof of immunizations (completed after admission)
- Hepatitis-B vaccination (can be completed in first semester if deficient)
- Pay Application fee (paid directly to ATCAS)

** Grade point averages between 2.75 and 2.99 will be considered if GRE scores are above average.*

*** Students who are deficient in four or fewer prerequisite courses may be admitted on a conditional basis if the courses can be added to the schedule while still meeting the prerequisites prior to each graduate course.*

The priority application deadline is January 15 for the following fall semester.

Applications received after the deadline will be considered on a rolling admissions basis if available slots still exist. Students are encouraged to apply by the January 15th deadline, as the program will likely reach capacity at that point. The application may be accessed on-line at: <https://atcas.liaisoncas.com>.

Post-Admission Requirements

After formal admission to the Athletic Training Master's degree program, students are required to complete an FBI background check and drug test. The WSU Master of Science in Athletic Training Program enters into Affiliation Agreements with multiple healthcare facilities and schools throughout the state. These agreements provide WSU MSAT students and faculty authorized access to facility resources and patients. In response to stipulations contained within one or more of these Agreements, the WSU MSAT requires students admitted to the program to submit to an FBI level criminal background check as well as a urine drug test. This screening process has been mandated by the WSU MSAT in an effort to more effectively protect the safety and well-being of the patients, clients, and residents of those facilities, and is fully supported by the Department of Athletic Training and the MSAT faculty.

Both the background check and the drug test will be completed during the student's first semester. The expenses (approximately \$80) will be paid for by the student.

Additional Admission Requirements for International Students

All international students and any applicants educated outside the U.S. must demonstrate proficiency in English. Those whose native language is not English, or whose language of instruction for their undergraduate degree was not English, will be required to submit an official score from the Test of English as a Foreign Language (TOEFL) which is not more than two years old and on which a minimum score of 563 (paper-based), or 85 (internet-based) with a minimum score of 17 in each section, has been earned. The MSAT Program also accepts the International English Language Testing System (IELTS) - applicants may have an official score report sent to the MSAT Program Director which is not more than two years old and on which a minimum score of 6.5 overall, with a minimum of 6.0 in each section, has been earned.

Students who have not earned the minimum required English proficiency scores may still be admitted conditionally. These students would be required to begin ESL and other coursework at Weber State University one semester prior to beginning MSAT coursework. During this preparatory semester, students would be required to complete, with a grade of a C+ or better, approximately 8 credits of ESL courses and complete, with a grade of C or better, approximately 6 credits of MSAT prerequisite courses. The MSAT Program Director will determine which ESL and prerequisite courses are most appropriate based on the student's undergraduate coursework and English proficiency scores.

Minimum English Proficiency scores for conditional admissions:

TOEFL (internet-based) - 70

TOEFL (paper-based) - 525

IELTS - 6.0

Selection Process

- A. All applications will be ranked by using a numerical scale to rate the elements of the application.
- B. Students receiving the highest scores in the rating process will be invited to enter the Master of Science in Athletic Training Program. The selection committee is comprised of the MSAT faculty. The number of students chosen to enter the program each year will vary, in compliance with accreditation guidelines related to professor and preceptor-to-student ratios. Selection into the MSAT is competitive and satisfaction of the minimum requirements does not guarantee admission.
- C. Applicants not invited to enter the MSAT may reapply the following year. All applicants who reapply must meet all requirements in effect at the time of reapplication. Students who choose to reapply must review the program website and/or catalog for current admission requirements at that time.
- D. All students selected for the MSAT must provide evidence of being able to meet the **Technical Standards for Admission of the program. Only those students who verify that they can meet those technical standards, with or without reasonable accommodations, will be allowed to enter the program.** The Technical Standards can be found on the program's website at: <https://www.weber.edu/msat/admission.html>

Retention Requirements

- A. After students are selected into the MSAT, retention in the program will be based on the following criteria:
 - 1. Grade "B-" or better in all required MSAT courses (*includes Graduate Practicum courses*).
 - 2. Maintain an overall Weber State University Graduate GPA of 3.0.
 - 3. Adhere to MSAT Athletic Training Student Handbook Policies.
- B. Students who fail to meet the retention criteria will be placed on probation in the MSAT program for one semester. If standards are not met by the end of the probationary period, the student will be dismissed from the program. Students who receive a grade lower than a "B-" in any required MSAT course must repeat that course and receive a grade of "B-" or higher to remain in the program. Failure to repeat the course (*when offered*) will result in dismissal from the program. Students who receive a grade lower than a "B-" in two or more MSAT courses will be dismissed from the program.

Early Admission for Weber State students

Students enrolled in any Bachelor's degree program at Weber State with 75 credits completed towards a degree may apply for early admissions consideration. Students applying for early admissions are still required to complete all Admissions requirements listed above. To be eligible for early admissions consideration, the following must be completed prior to application.

-Students must have completed 17 credits of MSAT prerequisites as follows:

-8 credits of Anatomy and Physiology
- ZOOL 2100 - Human Anatomy (4) or HTHS 1110 LS - Integrated Human Anatomy and Physiology I (4)

and

- ZOOL 2200 LS - Human Physiology (4) or HTHS 1111 - Integrated Human Anatomy and Physiology II (4)

- 9 additional credits from the MSAT prerequisite requirements (see below).

- Students must have a minimum of 3.0 GPA in their completed prerequisite courses.

- The required 50 observation hours with a Certified Athletic Trainer must be completed prior to application.

- Students will also need to complete a program interview during the early admission process.

The early admission process will take place in March of each year. Please refer to the program website for specific deadlines: <https://weber.edu/msat>.

ii. List the program level learning outcomes

Students who graduate from the Master of Science in Athletic Training Program will be able to demonstrate competencies in each of the following content areas as identified by the Board of Certification Practice Analysis, 7th Edition:

Measurable Learning Outcomes

At the end of their study at WSU, students in this program will be proficient in:

1. Promoting healthy lifestyle behaviors with effective education and communication to enhance wellness and minimize the risk of injury and illness. (Injury and Illness Prevention and Wellness Promotion)
2. Implementing systematic, evidence-based examinations and assessments to formulate valid clinical diagnoses and determine patients' plan of care. (Examination, Assessment, and Diagnosis)
3. Integrating best practices in immediate and emergency care for optimal outcomes. (Immediate and Emergency Care)
4. Rehabilitating and reconditioning injuries, illnesses, and general medical conditions with the goal of achieving optimal activity level based on core concepts (i.e., knowledge and skillsets fundamental to all aspects of therapeutic interventions) using the applications of therapeutic exercise, modality devices and manual techniques. (Therapeutic Intervention)
5. Integrating best practices in policy construction and implementation, documentation and basic business practices to promote optimal patient care

and employee well-being. (Healthcare Administration and Professional Responsibility)

- iii. Include a list of course titles and numbers (combine ii and iii in a curriculum-grid like chart, see example – Curriculum map on next page)

	Department/Program Learning Outcomes				
	Injury/Illness Prevention & Wellness	Clinical Evaluation & Diagnosis	Immediate & Emergency	Treatment & Rehabilitation	Organizational and Professional Health and Well-being
Core Didactic Courses in MSAT Program					
AT 2300 – Emergency Response (prerequisite course)**			E		
MSAT 6080 – Research Methods I					E
MSAT 6085 – Research Methods II					E
MSAT 6090 – Research Methods III					E
MSAT 6200 – Psychology of Sport, Injury, & Rehabilitation				E	I
MSAT 6300 – Orthopedic Assessment – Lower Extremity		E			
MSAT 6301 – Orthopedic Assessment – Upper Extremity		E			
MSAT 6350 – General Medical Conditions & Advances in AT		E			I
MSAT 6400 - Basic Therapeutic Modalities for Musculoskeletal Injuries				E	
MSAT 6401 – Advanced Therapeutic Modalities for Musculoskeletal Injuries				E	
MSAT 6431 - Orthopedic Taping, Wrapping, & Bracing	E		E	E	
MSAT 6450 - Basic Rehabilitation of Musculoskeletal Injuries	E			E	
MSAT 6451 – Advanced Rehabilitation of Musculoskeletal Injuries	E			E	
MSAT 6500 - Introduction to Graduate Athletic Training	I	I		I	I
MSAT 6600 - Administration & Management in Athletic Training					U/A
MSAT 6700 - Advanced Diagnostic Imaging for AT		I			

**AT 2300 has been replaced by MSAT 6100 but this course was first taught in Fall 2019 so we have no assessment data available yet.

	iv. Department/Program Learning Outcomes				
	Injury/Illness Prevention & Wellness	Clinical Evaluation &	Immediate & Emergency Care	Treatment & Rehabilitation	Organizational and Professional Health and Well-being
Practicum Courses in MSAT Program					
MSAT 6501 – Graduate Practicum I	U/A	U/A			
MSAT 6502 – Graduate Practicum II		U/A		U/A	
MSAT 6503 – Graduate Practicum III			U/A	U/A	
MSAT 6504 – Graduate Practicum IV				U/A	U/A

Note^a: Define words, letters or symbols used and their interpretation; i.e. 1= introduced, 2 = emphasized, 3 = mastered or I = Introduced, E = Emphasized, U = Utilized, A = Assessed Comprehensively; these are examples, departmental choice of letters/numbers may differ

Note^b: Rows and columns may be transposed as required to meet the needs of each individual department

- v. Web address for WSU catalog page AND any program webpages which provide a description of the program's curriculum, degree requirements, and course descriptions.

WSU catalog page for MSAT Program:

https://catalog.weber.edu/preview_program.php?catoid=17&poiid=8270&returnto=5671

AT Programs- General Information:

<https://weber.edu/athletic-training>

MSAT Program

<https://weber.edu/msat>

MSAT Admissions Requirements

<https://weber.edu/msat/admission.html>

MSAT Curriculum Requirements and Course Descriptions

<https://weber.edu/msat/programdetails.html>

b. Evidence of ongoing demand for the program

Please provide data on the last five academic years on admissions, enrollments, and degrees awarded:

In order to provide consistent data that conforms to the format for reporting to the Utah Board of Regents, some data will be provided by the Office of Institutional Effectiveness. Contact that office at extension 8586 for assistance.

NOTE: the IR data above is collected in a manner that may not match departmental data on enrollment.

Academic Year	New applications	Admitted Applicants	Selectivity (%)	Applicants Enrolled	Yield (%)	Total Matriculated Students [IR]	Matriculated Students (U.S. only) [IR]	Matriculated International Students [IR]	Number of Graduates (Sum, Fall, Spr) [IR]
2018-19	29	24	82.8	9	37.5	29	25	4	13
2017-18	28	21	75.0	15	71.4	32	27	5	18
2016-17	33	25	75.8	14	56.0	36	32	4	17
2015-16	31	26	83.9	18	69.2	32	30	2	15
2014-15	38	25	65.8	16	64.0	31	30	1	14

i. Enrollment History:

Academic Year	Number of Majors
2018-19	25
2017-18	28
2016-17	32
2015-16	35
2014-15	32

Academic Year	Faculty/Student ratios across program curr.	Average class size
2018-19	12.5 to 1	12.5
2017-18	14 to 1	14
2016-17	16 to 1	16
2015-16	17.5 to 1	17.5
2014-15	16 to 1	16

ii. Average time to degree completion (months): 24

(Note: If the program has different timeline options, please explain this in your narrative and organize your data based on the different options/tracks.)

- iii. Enrollment projections – briefly describe enrollment patterns and factors influencing demand for the degree. (Note: programs are not expected to project an exact number of expected students, but rather a qualitative assessment of potential opportunities and/or threats to enrollment as well as any strategies for maximizing opportunities and managing threats.).

The profession of Athletic Training is undergoing significant change with the move to professional level education. When the WSU MSAT program was originally founded, only 15 accredited professional master's degree programs in athletic training existed in the country and none existed in the state of Utah. By the time the transition is completed in 2022, it is expected that there will be approximately 300 programs and 4 others within the state of Utah (BYU, U of Utah, SUU, and Dixie State). See the table below for current data as of Nov. 7, 2019. While the enrollment in the WSU MSAT program may initially waiver as students have more options, Weber State is well positioned to compete and win students, based on our established accreditation and reputation, facilities, clinical experiences, and affordability.

CAATE-Accredited Professional programs (as of 11-7-19)	Master's degree	Bachelor's degree	Total
*Active in good standing (BS will potentially transition to MS)	137	104	241
*Degree change pending (from BS to MS)	-	35	35
*New programs seeking accreditation	26	0	26
Accredited, but on probation	6	11	17
In voluntary withdrawal	7	75	82

*If totals from the first three rows are combined, this provides a potential forecast of 302 accredited programs at the master's degree level. However, this assumes that the programs currently on probation will eventually withdraw their accreditation and that no additional new programs will seek accreditation.

c. Student profile

i. Please provide information on the entering class for each of the past 5 years:

Entering Class	Ave. GRE	Ave. GMAT	Ave. GPA (undergrad)	Ave. Age (years)	Ave. Relevant Work Experience (months) (optional)
2018-19	N/A	N/A	3.61	N/A	N/A
2017-18	N/A	N/A	3.50	N/A	N/A
2016-17	N/A	N/A	3.30	N/A	N/A
2015-16	N/A	N/A	3.31	N/A	N/A
2014-15	N/A	N/A	3.22	N/A	N/A

ii. Success rate of your students' post-graduation regarding employment and/or further graduate education. Add narrative if desired.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	3 yr aggregate
Number of students Employed as AT	8	12	16	14	16	14	18	13	44
Student Employment Rate as AT (%)	89	92	94	100	100	88	100	100	96
Number of students employed as other	0	1	1	0	0	2	0	0	3
Student Employment Rate as other (%)	0	8	6	0	0	12	0	0	2
Number of students not employed	0	0	0	0	0	0	0	0	0
Student Not Employed Rate (%)	0	0	0	0	0	0	0	0	0

- iii. *List the most common career fields represented among your students (optional):*
(Appendix B remove names from job list excel)

- High School Athletic Trainer
- College Athletic Trainer
- Industrial Athletic Trainer
- Professional Sports – Soccer, Baseball, Football
- Athletic Trainer in Physician practice
- Clinic setting
- Sports Performance/Strength and Conditioning

- iv. *Does your program provide career placement services: Describe:*

MSAT students have lectures and activities on resume and cover letter writing and participate in mock interviews in MSAT 6600. The National Athletic Trainers' Association (NATA) maintains a job board for the profession, and we encourage all of our students to become NATA members in order to access this resource. The program also maintains a very active jobs email list and all faculty actively work to assist students using our professional network. In addition, we have a Facebook page for our alumni, where we share jobs and alumni also post jobs for recent graduates and other alumni.

- v. *List any recent awards, honors or recognition received by your students (optional).*

All of the graduate students listed below who graduated in April 2019 presented their thesis as a Free Communication Poster Presentation at the National Athletic Trainers' Association 70th Clinical Symposia in Las Vegas, NV in June 2019. Note that one was selected for an oral presentation.

CANDIDATE	PROJECT TITLE	COMMITTEE CHAIR
Guillermo Arbeloa.....	Comparison of a Bag of Crushed Ice and a Double-length Frozen Elastic Bandage on Skin Temperature	Valerie Herzog, EdD, ATC
Sara Ellefson.....	The Effect of an Anti-Cramping Supplement on Cramp Frequency in Collegiate Football Players	Conrad Gabler, PhD, ATC
Krysta Fryer.....	The Effect of an Anti-Cramping Supplement on Cramp Duration and Intensity in Collegiate Football Players	Conrad Gabler, PhD, ATC

Karly Gifford..... Conrad Gabler, PhD, ATC
The Effect of Ankle Taping Techniques on Lower Extremity Landing Kinematics in Collegiate Football Players

Ruriko Hosaka..... Valerie Herzog, EdD, ATC
Comparison of a Bag of Crushed Ice and a Double-length Frozen Elastic Bandage on Intramuscular Temperature

John Lee (oral presentation)..... Valerie Herzog, EdD, ATC
The Acute and Residual Effects of IASTM and Roller Massage Stick on Active Hamstring Range of Motion

Courtney Miller Matthew Donahue, PhD, ATC
The Effects of Peristaltic Pulsed Pneumatic Compression on DOMS Recovery in Active Individuals

Brandon Shapiro..... Matthew Donahue, PhD, ATC
The Effects of Peristaltic Pulsed Pneumatic Compression on DOMS Recovery in Active Individuals
(Note: Also presented at the World Federation of Athletic Training & Therapy World Congress in Tokyo, Japan in May 2019)

Jacob Sherer..... Conrad Gabler, PhD, ATC
The Effect of Ankle Taping Techniques on Landing Error Scoring System Ratings in Collegiate Football Players

Jessica Vlisides-Henry..... Saori Hanaki, PhD, ATC
Stationary Dry Cupping Effects on Quadriceps' Function Immediately Following and 24 Hours after a Fatigue Protocol

Annie Michelle Young..... Valerie Herzog, EdD, ATC
The Acute and Residual Effects of IASTM and Roller Massage Stick on Passive Hamstring Range of Motion

Several students also made presentations at the Rocky Mountain Athletic Trainers' Association Annual Clinical Symposia in Phoenix, AZ in April 2019.

1. Jessica Vlisides-Henry and Valerie Herzog – Isolated Acute Non-Contact Meniscal Tear in Female Adolescent Soccer Athlete: A Case Study (poster presentation).
2. Whitney Lee Russell – Performing Arts in Athletic Training – oral presentation within the RMATA Robert Ryan Student Symposium
3. Taylor Stapleton and Valerie Herzog - Challenges Facing Women in Athletic Training – Oral Peer-to-Peer Session

External Scholarships:

Katherine Hamill – Received the National Athletic Trainers' Association Gary Delforge Scholarship.

Noah John Erb was the recipient of the Rocky Mountain Athletic Trainers' Association L.F. "Tow" Diehm Scholarship for the 2019-2020 academic year.

Other awards:

Tyran Jones received the 2018 Forrest Crawford Distinguished Stewardship Award from Weber State University. April 2018

Summary Information (as needed):

The WSU MSAT program is one of the few professional graduate programs in Athletic Training that requires students to complete a master's thesis research project. We feel that this makes our program unique, but it also provides value to the students to learn how to conduct research studies which will enable them to be better consumers of research as practicing clinicians. Several of our alumni are also pursuing a PhD and their research thesis in the WSU MSAT program helped to prepare them for the rigors of a dissertation.

D. Student Learning Outcomes and Assessment

Measurable Learning Outcomes

At the end of their study at WSU, the following outcomes will be present:

1. Students will promote healthy lifestyle behaviors with effective education and communication to enhance wellness and minimize the risk of injury and illness.
2. Students will implement systematic, evidence-based examinations and assessments to formulate valid clinical diagnoses and determine patients' plan of care.
3. Students will integrate best practices in immediate and emergency care for optimal outcomes.
4. Students will rehabilitate and recondition injuries, illnesses and general medical conditions with the goal of achieving optimal activity level based on core concepts (i.e., knowledge and skillsets fundamental to all aspects of therapeutic interventions) using the applications of therapeutic exercise, modality devices and manual techniques.
5. Students will integrate best practices in policy construction and implementation, documentation and basic business practices to promote optimal patient care and employee well-being.
6. Students will successfully pass the Board of Certification (BOC) Athletic Training exam.

Assessment of Graduating Students

Please provide a brief narrative describing the assessment processes for graduating students.

The WSU Master of Science in Athletic Training Education Program (MSAT) uses several assessment tools to evaluate the quality of individual courses and instructors, the quality of the clinical experiences and clinical affiliations, the performance of each student following each clinical rotation, and the satisfaction with the education provided by our recent graduates and alumni. We also track our students' pass rate on the Board of Certification (BOC) examination, their job/graduate school placement rate, and the graduation rate.

Once a year, the Program Director and the Clinical Education Coordinator run the statistics on each of these assessment tools to identify trends. The AT faculty meet to review the data and trends to see where we can make improvements to the MSAT. With these trends in mind, we develop and implement strategies to address areas of concern. We also look to see if previous changes have had the intended impact.

Summary Information (as needed)

Evidence of Learning: Courses within the Program (replicate as needed or place in appendix)

Evidence of Learning: Courses within the Major					
Measurable Learning Outcome Students will...	Method of Measurement Direct and Indirect Measures*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome 1: Students will promote healthy lifestyle behaviors with effective education and communication to enhance wellness and minimize the risk of injury and illness.	Measure 1: MSAT 6500 – Comprehensive Written Final Exam	Measure 1: 90% of students will earn an 70% or better on the exam	Measure 1: 100% of students earned a 70% or better.	Measure 1: All students successfully explained principles related to patient education for risk management.	Measure 1: No curricular or pedagogical changes needed at this time
	Measure 2: MSAT 6431 – Comprehensive Oral/Practical Final Exam	Measure 2: 90% of students will earn an 70% or better on the exam	Measure 2: 100% of students earned a 70% or better.	Measure 2: All students successfully demonstrated skills related to patient education for risk management (taping, bracing, splinting, protective equipment).	Measure 2: No curricular or pedagogical changes needed at this time.
	Measure 3: MSAT 6501 – Comprehensive Written Final Exam	Measure 3: 90% of students will earn an 80% or better on the exam	Measure 3: 67% of students earned an 80% or better on their first attempt, but all students earned an 80% or better by their second attempt.	Measure 3: All students successfully explained principles related to patient education for risk management.	Measure 3: This was an improvement over last year when 67% of students earned the minimum on their first attempt. (38% met the goal the previous year.) All students earned an 80% or better following their second

Evidence of Learning: Courses within the Major					
Measurable Learning Outcome Students will...	Method of Measurement Direct and Indirect Measures*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
					attempt. Faculty will continue to review the course and exams.
	Measure 4: MSAT 6501 – Comprehensive Oral/Practical Final Exam	Measure 4: 90% of students will earn an 80% or better on the exam	Measure 4: 100% of students earned an 80% or better on their first attempt.	Measure 4: All students successfully demonstrated skills related to patient education for risk management.	Measure 4: No curricular or pedagogical changes needed at this time.

Measurable Learning Outcome Students will...	Method of Measurement Direct and Indirect Measures*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome 2: Students will implement systematic, evidence-based examinations and assessments to formulate valid clinical diagnoses and determine patients' plan of care.	Measure 1: MSAT 6501 – Comprehensive Written Final Exam	Measure 1: 90% of students will earn an 80% or better on the exam	Measure 1: 67% of students earned an 80% or better on their first attempt, but all students earned an 80% or better by their second attempt.	Measure 1: All students successfully explained principles related to evaluation techniques.	Measure 1: This was an improvement over last year when 67% of students earned the minimum on their first attempt. (38% met the goal the previous year.) All students earned an 80% or better following their second attempt. Faculty will continue to review the course and exams.
	Measure 2: MSAT 6501 – Comprehensive Oral/Practical Final Exam	Measure 2: 90% of students will earn an 80% or better on the exam	Measure 2: 100% of students earned an 80% or better on their first attempt.	Measure 2: All students successfully demonstrated skills related to evaluation techniques.	Measure 2: No curricular or pedagogical changes needed at this time.
	Measure 3: MSAT 6502 – Comprehensive Written Final Exam	Measure 3: 90% of students will earn an 80% or better on the exam	Measure 3: 92% of students earned an 80% or better on their first attempt, but all students achieved an 80% or better by their second attempt.	Measure 3: All students successfully explained principles related to evaluation techniques.	Measure 3: No curricular or pedagogical changes needed at this time. This was an improvement over the 83% from last year who met this goal.
	Measure 4: MSAT 6502 – Comprehensive Oral/Practical Final Exam	Measure 4: 90% of students will earn an 80% or better on the exam	Measure 4: 100% of students earned an 80% or better on their first attempt on the exam.	Measure 4: All students successfully demonstrated skills related to evaluation techniques.	Measure 4: No curricular or pedagogical changes needed at this time.

Measurable Learning Outcome Students will...	Method of Measurement Direct and Indirect Measures*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome 3: Students will integrate best practices in immediate and emergency care for optimal outcomes.	Measure 1: MSAT 6501 – Comprehensive Written Final Exam	Measure 1: 90% of students will earn an 80% or better on the exam	Measure 1: 67% of students earned an 80% or better on their first attempt, but all students earned an 80% or better by their second attempt.	Measure 1: All students successfully explained principles related to care of the injured.	Measure 1: This was an improvement over last year when 67% of students earned the minimum on their first attempt. (38% met the goal the previous year.) All students earned an 80% or better following their second attempt. Faculty will continue to review the course and exams.
	Measure 2: MSAT 6501 – Comprehensive Oral/Practical Final Exam	Measure 2: 90% of students will earn an 80% or better on the exam	Measure 2: 100% of students earned an 80% or better on their first attempt.	Measure 2: All students successfully demonstrated skills related to evaluation techniques.	Measure 2: No curricular or pedagogical changes needed at this time.

Measurable Learning Outcome Students will...	Method of Measurement Direct and Indirect Measures*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome 4: Students will rehabilitate and recondition injuries, illnesses and general medical conditions with the goal of achieving optimal activity level based on core concepts (i.e., knowledge and skillsets fundamental to all aspects of therapeutic interventions) using the applications of therapeutic exercise, modality devices and manual techniques.	Measure 1: MSAT 6503 – Comprehensive Written Final Exam	Measure 1: 90% of students will earn an 80% or better on the exam	Measure 1: 92% of students earned an 80% or better on their first attempt. All students earned an 80% or better by their second attempt.	Measure 1: All students successfully explained principles related to reconditioning.	Measure 1: This was a significant improvement over last year when only 78% of students met this goal. No curricular or pedagogical changes needed at this time
	Measure 2: MSAT 6503 – Comprehensive Oral/Practical Final Exam	Measure 2: 90% of students will earn an 80% or better on the exam	Measure 2: 100% of students earned an 80% or better.	Measure 2: All students successfully demonstrated skills related to reconditioning.	Measure 2: No curricular or pedagogical changes needed at this time
	Measure 3: MSAT 6504 – Comprehensive Written Final Exam	Measure 3: 90% of students will earn an 80% or better on the exam	Measure 3: 100% of students earned an 80% or better on their first attempt.	Measure 3: All students successfully explained principles related to reconditioning.	Measure 3: No curricular or pedagogical changes needed at this time
	Measure 4: MSAT 6504 – Comprehensive Oral/Practical Final Exam	Measure 4: 90% of students will earn an 80% or better on the exam	Measure 4: 100% of students earned an 80% or better on their first attempt.	Measure 4: All students successfully demonstrated skills related to reconditioning.	Measure 4: This was an improvement from last year (94%). No curricular or pedagogical changes needed at this time

Measurable Learning Outcome Students will...	Method of Measurement Direct and Indirect Measures*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome 5: Students will integrate best practices in policy construction and implementation, documentation and basic business practices to promote optimal patient care and employee well-being.	Measure 1: MSAT 6600 – Comprehensive Final Written Exam	Measure 1: 90% of students will earn an 80% or better on the exam	Measure 1: 92% of students earned an 80% or better.	Measure 1: All students successfully explained principles related to organizational and professional practices.	Measure 1: No curricular or pedagogical changes needed at this time
	Measure 2: MSAT 6600 – Facility Project	Measure 2: 90% of students will earn an 80% or better on their complete facility project.	Measure 2: 100% of students earned an 80% or better.	Measure 2: All students successfully applied their knowledge of organizational and professional practices in a comprehensive facility project.	Measure 2: No curricular or pedagogical changes needed at this time
Learning Outcome 6: Students will successfully pass the Board of Certification (BOC) Athletic Training exam.	Measure 1: First time pass-rate on the BOC exam (Exam statistics are available through the accreditation website each year)	Measure 1: The first time BOC exam pass rate for the students will meet or exceed 70% (required for accreditation).	Measure 1: The first-time pass rate for the MSAT program was 85%. (See detailed exam report below)	Measure 1: The first-time pass rate exceeded the 70% required.	Measure 1: This was down from last year's 100% first-time pass rate, but is still significantly higher than the accreditation requirement. No curricular or pedagogical changes needed at this time.

*At least one measure per objective must be a direct measure. Indirect measures may be used to supplement evidence provided via the direct measures.

Summary Information (as needed)

Evidence of Learning: High Impact or Service Learning (if applicable)

Evidence of Learning: High Impact Service Learning					
Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will...	Direct and Indirect Measures*				
Learning Outcome 1.A: Each graduating student will have gained clinical experience with football, men's teams, women's teams, high risk sports, low risk sports, college sports, high school sports, an out-patient rehabilitation clinic, and a general medical clinic.	Measure 1: Student clinical experience logs document that each category has been met by each student.	Measure 1: 100% of students will gain clinical experience in every category.	Measure 1: 100% of students gained clinical experience in every category.	Measure 1: All MSAT graduates are meeting accreditation requirements regarding clinical assignments.	Measure 1: No curricular or pedagogical changes needed at this time
	Measure 2: Each clinical instructor will evaluate each student and verify their attendance and hours at the clinical rotation site.	Measure 2: 100% of students will be evaluated satisfactorily by their preceptors.	Measure 2: 100% of students were evaluated at least satisfactorily by their preceptors.	Measure 2: Preceptors are satisfied with the knowledge, skills, and abilities of MSAT students.	Measure 2: No curricular or pedagogical changes needed at this time
Learning Outcome 2.A: Each graduating student will have completed a minimum of 50 service learning hours.	Measure 1: Service learning hours logs (signed by their clinical supervisor) and reflections will verify these hours.	Measure 1: At least 90% of students will have completed a minimum of 50 service learning hours.	Measure 1: 100% of students completed a minimum of 50 service learning hours.	Measure 1: All MSAT students are gaining diverse experience through additional service hours.	Measure 1: No curricular or pedagogical changes needed at this time

*At least one measure per objective must be a direct measure. Indirect measures may be used to supplement evidence provided via the direct measures.

Summary Information (as needed)

D. Academic Advising

Advising Strategy and Process

All MSAT students are advised by the MSAT Program Director (PD). Students' progress through the MSAT program as a cohort, so the PD informs them each semester of what they should register for. For any students with course requirements outside of the typical 5-semester plan, the MSAT PD will meet with them individually. In addition, the MSAT PD meets individually with each MSAT student during their first semester in the program to review their program of study, discuss any additional requirements, and answer any questions they have about the program. In addition, the MSAT PD is available for other appointments as needed.

Effectiveness of Advising

We have not collected data regarding the effectiveness of the advising. However, our graduation rate, retention rate, and placement rates are all very high, indicating that the advising has been very effective.

Past Changes and Future Recommendations

The MSAT Program has recently completed a move to the Dumke College of Health Professions, along with the rest of the Athletic Training Department. This was effective as of July 1, 2019. The faculty have begun to build new relationships with the DCHP faculty including several collaborative research studies. The AT faculty were all invited to complete the "Stop the Bleed" Training by the nursing faculty and all AT faculty have earned the certificate. MSAT students were also invited by the School of Radiologic Sciences to take two graduate-level musculoskeletal ultrasound courses in the Summer of 2019, which many of our students completed.

In the Spring 2019, the AT faculty spent a full day retreat to review, revise, and update the MSAT curriculum to comply with the new accreditation requirements, to better prepare our students to be productive members of the health care team, and to improve recruitment. The revised curriculum including several revised and new courses was submitted in the Fall 2019 semester and we anticipate that it will be in place for the Fall 2020 MSAT cohort.

E. Faculty and Teaching

- a. Describe the minimum qualifications required of graduate faculty (e.g., degree, professional experience):
 - i. All faculty who teach MSAT courses either possess a terminal degree (EdD or PhD) or have extensive teaching and clinical experience as well as a post-professional (post-certification) master's degree.
 - ii. Faculty Demographic Information – list all faculty who teach in the program:

Name	Home Dept	Title/Qual	Type (tenure, tenure track, contract or adjunct)	Gender	Ethnicity
Matthew Donahue PhD LAT ATC	AT	Associate Professor	Tenured	Male	Caucasian
Valerie Herzog EdD LAT ATC	AT	Professor	Tenured	Female	Caucasian
Conrad Gabler PhD LAT ATC	AT	Assistant Professor	Tenure Track	Male	Caucasian
Alysia Cohen PhD LAT ATC	AT	Assistant Professor	Tenure Track	Female	Caucasian
Hannah Stedje MS LAT ATC	AT	Instructor	Contract	Female	Caucasian
Robert Walker PhD	Radiology	Professor	Tenured	Male	Caucasian
Joel Bass MS LAT ATC	AT	Adjunct	Adjunct	Male	Caucasian
Nancy Weir MS LAT ATC	AT	Adjunct	Adjunct	Female	Caucasian

Cory Butts PhD	Exercise & Nutrition Sciences	Assistant Professor	Tenure Track	Male	Caucasian
David Aguilar-Alvarez PhD	Exercise & Nutrition Sciences	Assistant Professor	Tenure Track	Male	Hispanic
Saori Hanaki PhD ATC	Exercise & Nutrition Sciences	Assistant Professor	Tenure Track	Female	Asian
Chad Smith PhD	Health Physical Education & Recreation	Associate Professor	Tenured	Male	Caucasian

iii. Percentage of graduate courses and/or credits taught:

	# of courses or credits taught in-load	# of courses or credits taught in overload	Percentage of courses or credits taught in overload
2018-19	13	12	48%
2017-18	11	12	52%
2016-17	10	11	52%
2015-16	13	12	48%
2014-15	10	15	60%

Note: Most of the overload courses are thesis credits that faculty receive for mentoring graduate student thesis research. This is paid at a higher rate, \$1250/credit of load.

- iv. *Describe the faculty compensation model for thesis advising, directed study, supervision of student consulting projects / internships, etc.*

The MSAT Program follows the WSU policy in PPM 4-6 under Faculty Load: “Directed Readings, Special Problems, Individual Studies and Research Studies. The instructor accrues one-fourth credit hour of teaching load for each student credit hour supervised. During any semester of the academic year, no more than three credit hours of teaching load may accrue in this area.”

In MSAT 6085 and 6090 (Research Methods II and III, respectively), each MSAT student registers under their thesis advisor for 3 credit hours. Based on the formula in the PPM above, if a faculty member advises 4 students in a given semester at 3 credits each, this is a total of $12 \text{ SCH} / 4 = 3$ credits of load. This is the maximum awarded to any faculty member in a semester for supervising graduate student research. Faculty members typically accept no more than 4 graduate research students. Thesis load is paid at \$1250/credit hour of load, higher than the \$970/credit paid for regular overload teaching.

b. Programmatic/Departmental Teaching Standards

- i. The content in each MSAT course is standardized to ensure that all of the CAATE required curricular content is taught. In addition, the course packets for each of the Graduate Practicum courses (MSAT 6501, 6502, 6503, and 6504) are standardized to ensure students review all of the content from all of the competencies and demonstrate proficiency in every skill and content area. Students must successfully demonstrate proficiency in every skill area in order to receive a passing grade in the graduate practicum courses.
- ii. Every 3-4 years, when there is a new instructor for a particular course, and/or when the MSAT curriculum is updated, the competencies/skills assigned to the course are reviewed by the faculty. If needed, skills/competencies are shifted to different courses.
- iii. The program faculty members are held to the Dumke College of Health Professions teaching standards and policies and procedures for tenure and promotion (per the tenure document and PPM 8-11). The department chair reviews faculty in their second year. Peer review committees review faculty according to policy in their third and sixth year. Department and college ranking tenure and evaluation committees also

- review faculty in the areas of teaching, scholarship, and service in their third and six years, according to policy.
- iv. Faculty teaching schedules are determined by the department chair in consultation with the program director and faculty member. They are established based on the strengths of the faculty member, needs of the program, and performance factors. All courses taught by tenured, non-tenured faculty members and adjunct faculty are evaluated by students using ChiTester (online testing software) and compared to department standards and averages. Results include student commendations and recommendations. Numerical data based on a scale of one to five is interpreted and tracked by semester and over time. The student evaluation instrument has been consistently used for over ten years. The university is currently working on a set of new standardized questions. Once that document is available, the faculty in the AT Department. will review it and determine if we want to make changes to our current evaluation form.

Evidence of Effective Instruction

All faculty, including adjunct faculty, are evaluated by students in each course taught every semester using the standard department course evaluation in ChiTester. The evaluations are reviewed by the Department Chair who discusses any concerns with the faculty member individually.

- i. Full Time Faculty
 - a. Reviews of teaching performance are conducted in tenure and post-tenure review processes.
- ii. Adjunct Faculty
 - a. Adjunct faculty teaching evaluations are reviewed by the Department Chair and areas of improvement are discussed with individual faculty.

Mentoring Activities

New faculty are mentored by the Department Chair and the Program Director. All current faculty are willing to share course materials and meet with the new faculty member or adjunct to review how the course is typically taught and answer their questions. New faculty are strongly encouraged to attend Canvas and ChiTester training sessions. The Program Director and/or Department Chair check in with new faculty on a regular basis to answer questions and review/discuss any issues that have arisen thus far.

Diversity of Faculty

The AT faculty have made substantial efforts in the last three faculty searches to recruit diverse faculty. However, the number of diverse applicants has typically been limited to one applicant per search. We remain committed to diversifying the AT faculty as openings occur. In every search, we award the maximum number of points allowable for diversity. We currently have 60% women and 40% men among the full-time faculty, but all are Caucasian. We also utilize faculty from other departments to mentor thesis students. Currently, two of these faculty are non-white (one Asian and one Hispanic), while the remainder are Caucasian.

Ongoing Review and Professional Development

Tenured and tenure-track faculty are evaluated via the tenure and post-tenure review processes. Contract faculty are evaluated annually by the Department Chair. All tenured and tenure-track faculty are very active scholarly, with annual presentations at regional and national conferences as well as regular publications in peer-reviewed journals. Our full-time instructor is currently pursuing a PhD in Health Sciences in the Athletic Training Track. All faculty, including the instructor, regularly attend professional conferences to earn the required 50 continuing education units every two years that are required to maintain their athletic training certification and license.

F. Support Staff, Administration, Facilities, Equipment, and Library

Adequacy of Staff

- i. Ongoing Staff Development
 - a. Our new Administrative Specialist has been attending a variety of trainings including software and processes related to purchasing cards, budgeting, class scheduling, and other relevant topics. She has also received mentoring from other staff in the college.

Adequacy of Administrative Support

AT Department Administrative Specialist II (Kayla Humiston)

3/4 classified staff position, 12-month contract. Primary responsibilities include office management and communications, budgeting and purchasing card reconciliation, oversight of course schedule entry, purchasing requisitions and payroll action requests. Assist Program Directors and Clinical Education Coordinator with tasks associated with each position such as adjunct contracts, affiliate site agreements, and maintaining students' files.

Currently, the one staff member meets the needs of the MSAT program and the department. However, as the program continues to grow, there will be an increased need for administrative specialist support as well as an individual to assist with processing applications, recruiting, and marketing.

Adequacy of Facilities and Equipment

The department is housed in the Swenson Building within the Stromberg Complex. The facility provides adequate classrooms, laboratories, and equipment to support the program. Faculty members have written and received several on-campus research grants for equipment needed for teaching and research.

The MSAT Program has a 1500 ft² Athletic Training Laboratory Classroom (Room 315) including a 500 ft² Hydrotherapy Room which houses the SwimEx

Hydrotherapy Pool. The classroom contains approximately \$100,000 in state-of-the art therapy equipment including three different lasers, two different shortwave diathermy units, a lumbar/cervical traction unit, and a variety of electrical stimulation/ultrasound combination units. There is also a large variety of rehabilitation equipment and supplies, general medical assessment tools, and taping/bracing/casting supplies.

The MSAT program also utilizes Room 229 in the Swenson Building which has both a classroom area as well as a large open area. The open area is used for practicing first aid/CPR skills, spineboarding, orthopedic assessment, and rehabilitation techniques.

The MSAT program also has access to a new Gait Analysis/Biomechanics lab (Room 113) equipped with a new isokinetic dynamometer, camera system, force plates, and a wireless electromyography (EMG) system. The MSAT faculty and students also use the Nutrition/Biochemistry lab (Room 133) for research studies which houses additional equipment including an Isothermix for measuring intramuscular temperature, a diagnostic ultrasound unit, a forceplate, and a -80 degree freezer for storing samples.

Adequacy of Library Resources

The Stewart Library information resources and services on multiple WSU campuses. Print, electronic, including databases, and audiovisual materials are provided in adequate titles. Hours of operation are extensive and meet student and faculty needs. The library website (<http://library.weber.edu>) assists with meeting 24/7 needs. Jason Francis is the librarian assigned to the Dumke College of Health Professions. Each librarian has an annual budget to provide current resources for the program. Additionally, Jason Francis provides a library training each fall for new MSAT students. The resources more than adequately meet the program, faculty, and student needs. When a resource is not in the library, the interlibrary loan process enables access to most materials. The library recently purchased Anatomy TV which the AT faculty will use in several courses.

G. Relationships with External Communities

Description of Role in External Communities

The MSAT Program utilizes a large number of off-campus clinical sites that were developed over the past 15 years through efforts by all of the faculty. The number, quality, and diversity of clinical sites benefit our students tremendously as they provide a breadth of clinical opportunities and experiences. Through their clinical rotations at these sites, students have the opportunity to work with a variety of men's and women's sports at a variety of levels of competition, including youth sports, high school sports, college sports, semi-professional sports, and professional sports (MLS). They also have the opportunity to work with recreational athletes of all levels, from amateur to sponsored professionals. One of the most unique offerings for our students is the opportunity to work with extreme sports through our partnership with WMI, Inc. These events include the winter (ski and snowboard) and summer Dew Tour (BMX, skate, surf) as well as the Nitro World Games (motorcycles, car racing). MSAT students also all work with non-sport populations in their outpatient rehabilitation clinic rotation and their physician/general medical rotation. Through our clinical affiliations, students have the opportunity to work special events as well including local marathons, triathlons, mountain bike races, and the Special Olympics.

Summary of External Advisory Committee Minutes

Notes from Advisory Board meeting. – 11/1/18

Dr. Scharmann would like to keep having our students for general medical rotations and thinks it is valuable for the students.

Dr. Scharmann is very interested in IPE opportunities where his resident physicians would join our students when they are learning things that the residents would like to learn as well. Let him know when you feel there are good opportunities in your classes.

They feel that our students have significantly improved over time and are more proactive. Continue to encourage students to be proactive when they go to a gen med, clinical, or special event rotation to step up and get involved right away. Introduce themselves and help where they can. Ask questions. Be prepared.

They think the college move is exciting.

They expressed concerns over first semester MSAT students being unprepared to do much at their first rotation. Talked about adding AT 2175 to the undergraduate curriculum to help them start to learn some basic concepts/taping/etc.

They like the immersion plan, but Mountain Land Physical Therapy is not currently planning to have full-time ATs, though they'd like to work on it. Rob Shelton is now full-time and could take a student with him in the morning for the assessments that he is doing.

Justin Burr would like to explore the opportunity of our students have rotations with physician extenders at McKay Dee. He believes that this opportunity would satisfy as an immersion experience.

Laurie Evans will be meeting with all ATs at TOSH to ask whether they would be open to having students at their high schools. Dr. Gabler told her that I would meet with the AT faculty to discuss which TOSH high schools we'd like to add as clinical sites/preceptors.

IHC is requiring ATs to use a program to track referrals to physicians. Basically, IHC is determining the need for full-time ATs by tracking how much revenue they give their clinics/hospitals. We should see full-time ATs in our northern high schools soon.

H. Results of Previous Program Reviews

Date of Program Review: Spring 2014	Recommendation	Progress Description
Recommendation 1	Hire an athletic training laboratory coordinator.	Initially, a part-time AT lab coordinator was hired. However, after this individual left the university, the

		decision was made to combine their responsibilities with other teaching responsibilities and hire a full-time instructor instead. An individual was hired in this position and began in the Fall 2016 semester and receives release time each semester to run open labs for the students and manage our equipment and supplies. Students use the open labs on a regular basis and are very appreciative of the extra opportunities to practice their skills.
Recommendation 2	Streamline clinical evaluations	The students' self-evaluation was eliminated. The preceptor and clinical site evaluations were combined into a single evaluation. We also reviewed and revised the remaining clinical evaluation forms and moved them into E-Value (online student tracking and program management software) in the Fall 2017 semester. All forms were shortened to improve compliance.
Recommendation 3	Preceptor Training	The Review Team recommended a formalized, annual preceptor training. The Clinical Education Coordinator (CEC) did hold a preceptor training in the summer of 2014, but has been doing individualized trainings since then for new preceptors as this is more convenient for the preceptors and the CEC can individualize each training meeting to the needs of the preceptor. However, the NATA recently released a series of online modules called "Master Preceptor Training" and Alysia Cohen (an AT faculty member) has received a grant to pay for an initial set of preceptors to complete the training (currently in progress). We

		will then determine if this was effective at improving clinical instruction.
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Recommendation 4	Establish a formal external committee	The AT faculty formed an external advisory committee, which met once in the fall semester (Dec. 2014) and once following the spring semester (May 2015) as well as during the spring 2017 semester (Feb. 2017) and fall 2018 semester (Nov. 2018). The committee includes all of the AT faculty in addition to preceptors from various settings including on-campus, off-campus, college, high school, clinic, and a physician. We also engaged in a strategic planning process during the spring 2019 semester which included a survey that went out to students, alumni, and preceptors. We also met in person (individually and/or in small groups) with as many preceptors as possible and several departments in the Dumke College of Health Professions.
Recommendation 5	Focus on graduate students' needs	The first identified need was the creation of a dedicated space for the graduate students to congregate, study, collaborate, and practice their burgeoning skills in athletic training. However, with the addition of new faculty and staff lines in each department in the shared building, no suitable space could be identified. As part of a recent renovation in our building, a new student lounge was recently opened in Room 404. It is not solely for MSAT students, but is a significant improvement over the four simple tables in the lobby that were the only options previously.

		<p>The second need identified by the Review Team was to seek funds for students to conduct and disseminate their research agendas. The Office of Undergraduate Research was able to set aside limited funds for graduate students to travel to present their research at conferences, but was not able to make any funds available for conducting the research. The program director also worked with the Dean of the College of Education to increase the tuition differential level of the MSAT program, which created funding for both graduate student research projects and travel money to present this research at conferences. These funds became available for use during the Fall 2015 semester and were carried over in the Summer of 2019 when the AT Department moved to the Dumke College of Health Professions. We now generate approximately \$15,000/year for graduate student research and an additional \$10,000/year for student travel to present their research at conferences. Each year, 6-10 students present their research at regional and/or national conferences, supported by this new funding.</p>
		<p>The third need identified for MSAT students was to allow them to create their own research agendas rather than always being tied to one of the professor's agendas. While this may be ideal for graduate students, it would significantly increase the workload of the MSAT faculty. Students do have the freedom to choose which faculty member they work on their thesis with and each faculty member has different areas of research focus. In addition, most faculty have more than one area of</p>

		research interest/expertise and two-three faculty outside of the MSAT program regularly advise thesis students, opening up additional areas of research. While the faculty recognize that the graduate students cannot conduct research in every content area of athletic training, they do have a significant variety of areas to choose from including concussions, sport psychology, education/pedagogy, ankle instability, kinesiotaping, strength training and conditioning, proprioception, injury epidemiology, and therapeutic modalities. In addition, with the move of the MSAT program to the Dumke College of Health Professions, the faculty are reaching out to other DCHP faculty to serve on thesis committees, which will likely open up additional research topics.
Recommendation 6	Dedicated secretarial support	Since the last program review, several restructuring events have occurred, each of which also resulted in a shifting of staff. On July 1, 2019, the MSAT program along with the other AT programs, moved in a new Department of Athletic Training within the College of Health Professions and hired a dedicated, 12-month, ¾ time administrative specialist.
		In the fall of 2014, the MSAT program began using the new Athletic Training Centralized Application Service (ATCAS) to collect MSAT program applications. This reduced the workload on the program director of tracking which transcripts have been received, calculating overall and final 60 credit GPAs for each student, and managing letters of recommendation.

Summary Information (as needed)

I. Action Plan for Ongoing Assessment Based on Current Self Study Findings

Action Plan for Evidence of Learning Related Findings

Problem Identified	Action to Be Taken
Issue 1: MSAT students are not meeting the target related to Learning Outcome #3 in MSAT 6501.	Current 5 Year Program Review: AT Faculty have reviewed the current comprehensive exam to determine that the content on this exam was skewed more towards recall than application. We feel this exam should be reconceived to focus on application and programmatic learning outcomes.
	Year 1 Action to Be Taken:
	Year 2 Action to Be Taken:
	Year 3 Action to Be Taken:
	Year 4 Action to Be Taken:
Issue 2	Current 5 Year Program Review:
	Year 1 Action to Be Taken:
	Year 2 Action to Be Taken:
	Year 3 Action to Be Taken:
	Year 4 Action to Be Taken:

Summary Information (as needed)

Action Plan for Staff, Administration, or Budgetary Findings

Problem Identified	Action to Be Taken
Issue 1 Recruiting, Advisement and Enrollment Support	Current 5 Year Program Review: With an expected 300 MS in AT programs coming online, marketing and recruiting will be important to grow the program, we will need assistance and expertise in this area. As the MSAT program begins to grow again, we will need further administrative support. International students require a significant amount of advisement during the application and enrollment process. Most other Masters programs on campus have more administrative and advisement support.
	Year 1 Action to Be Taken:
	Year 2 Action to Be Taken:
	Year 3 Action to Be Taken:
	Year 4 Action to Be Taken:
Issue 2	Current 5 Year Program Review:
	Year 1 Action to Be Taken:
	Year 2 Action to Be Taken:
	Year 3 Action to Be Taken:
	Year 4 Action to Be Taken:

Summary Information (as needed)

J. Summary of Artifact Collection Procedure

Artifact	Learning Outcome Measured	When/How Collected?	Where Stored?
Final grades for all classes including final written and final oral/practical exam scores (spreadsheet from Blackboard/Canvas)	1A-5A	End of each semester	Electronic copies stored on Program Director's computer
BOC Exam Report	6A	Access approximately 3x a year after each exam period	Electronically accessed via the BOC's website
Clinical hours logs	Clinical Experiences	End of each semester	Electronically on E-value software
Clinical evaluations	Clinical Experiences	End of each semester	Electronically on E-value software
Service Learning hours logs	Service Learning	End of each semester	Electronically on E-value software

Summary Information (as needed)

APPENDICES

Appendix A: Student and Faculty Statistical Summary

MS in Athletic Training	2014-15*	2015-16**	2016-17	2017-18	2018-19
Student Credit Hours Total ¹	875	887	800	888	764
Student FTE Total ²	43.75	44.35	40.00	44.40	38.20
Student Majors ³					
	31	31	36	30	29
Program Graduates ⁴					
Degrees Awarded	15	15	17	18	13
Student Demographic Profile ⁵					
Female	22	18	19	18	19
Male	9	13	17	12	10
Faculty FTE Total ⁶	43.57	14.83	20.16	19.13	n/a
Adjunct FTE	24.62	7.25	10.18	10.6	n/a
Contract FTE	18.95	7.58	9.98	8.53	
Student/Faculty Ratio ⁷	23.87	35.82	26.96	29.49	n/a

*Part of HPHP Dept

** Part of ATN Dept

Student Credit Hours Total represents the total department-related credit hours for all students per academic year. Includes only students reported in Banner system as registered for credit at the time of data downloads.

Student FTE Total is the Student Credit Hours Total divided by 30.

Student Majors is a snapshot taken from self-report data by students in their Banner profile as of the third week of the Fall term for the academic year. Only 1st majors count for official reporting.

Program Graduates includes only those students who completed all graduation requirements by end of Spring semester for the academic year of interest. Students who do not meet this requirement are included in the academic year in which all requirements are met. Summer is the first term in each academic year.

Student Demographic Profile is data retrieved from the Banner system.

Faculty FTE is the aggregate of contract and adjunct instructors during the fiscal year. **Contract FTE** includes instructional-related services done by "salaried" employees as part of their contractual commitments. **Adjunct FTE** includes instructional-related wages that are considered temporary or part-time basis. Adjunct wages include services provided at the Davis campus, along with on-line and Continuing Education courses.

Student/Faculty Ratio is the Student FTE Total divided by the Faculty FTE Total.

Program Review Graduate Years to Graduation

Program Review Unit
Master of Science in Athletic Training

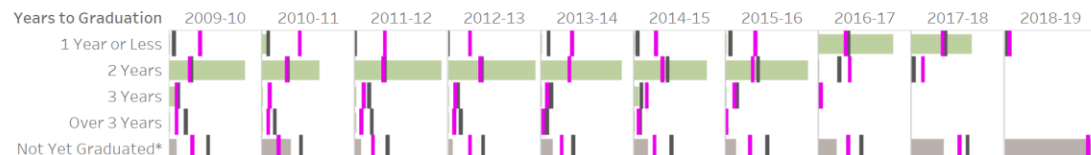
**Students who have not yet graduated may or may not be enrolled.*

Time to Masters Degree

View Comparisons?

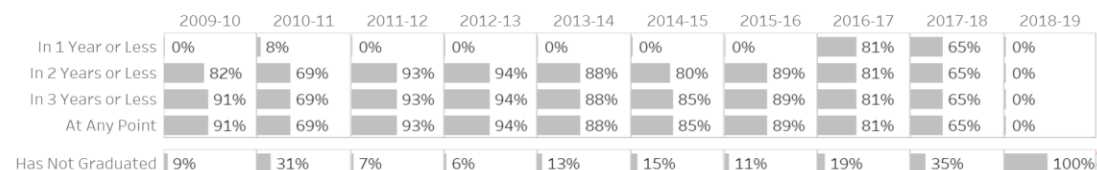
Yes

Light gray & green bars are department percentages. Dark Gray benchmark bars indicate college percentage. Fuchsia benchmark bars indicate university percentage. If the light gray or green bar passes the benchmark lines, then that measure is performing above what your college and/or university is producing.

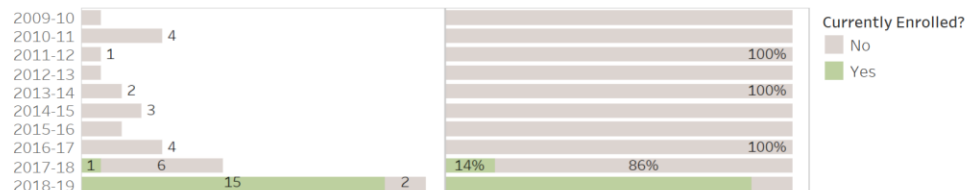


Additive Program Unit Percentages

Data for the most recent three years reflect in-progress students and may change over time



Has Not Graduated by Currently Enrolled



Overall Numbers and Percentages

		2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Not Yet Graduated*	University	98 (26%)	72 (19%)	74 (20%)	80 (23%)	71 (22%)	79 (23%)	105 (27%)	125 (32%)	228 (52%)	375 (91%)
	College	55 (42%)	33 (42%)	28 (35%)	41 (38%)	24 (36%)	31 (42%)	37 (46%)	29 (46%)	37 (61%)	52 (98%)
	Program	1 (9%)	4 (31%)	1 (7%)	1 (6%)	2 (13%)	3 (15%)	2 (11%)	4 (19%)	7 (35%)	17 (100%)
1 Year or Less	University	130 (34%)	156 (40%)	122 (33%)	83 (24%)	109 (34%)	87 (25%)	126 (32%)	117 (30%)	151 (34%)	26 (6%)
	College	7 (5%)	5 (6%)	0 (0%)	0 (0%)	6 (9%)	3 (4%)	4 (5%)	20 (32%)	22 (36%)	1 (2%)
	Program	0 (0%)	1 (8%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	17 (81%)	13 (65%)	0 (0%)
2 Years	University	84 (22%)	101 (26%)	114 (31%)	120 (35%)	100 (31%)	112 (32%)	116 (29%)	131 (34%)	56 (13%)	
	College	31 (24%)	22 (28%)	26 (32%)	39 (36%)	21 (31%)	28 (38%)	29 (36%)	14 (22%)	2 (3%)	
	Program	9 (82%)	8 (62%)	13 (93%)	17 (94%)	14 (88%)	16 (89%)	16 (89%)	0 (0%)	0 (0%)	
3 Years	University	35 (9%)	32 (8%)	34 (9%)	28 (8%)	23 (7%)	50 (14%)	40 (10%)	13 (3%)		
	College	12 (9%)	7 (9%)	12 (15%)	12 (11%)	8 (12%)	6 (8%)	10 (12%)	0 (0%)		
	Program	1 (9%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (5%)	0 (0%)	0 (0%)		
Over 3 Years	University	35 (9%)	25 (6%)	25 (7%)	25 (7%)	11 (3%)	20 (6%)	3 (1%)			
	College	24 (18%)	11 (14%)	15 (19%)	15 (14%)	5 (7%)	5 (7%)	1 (1%)			
	Program	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)			

NOTE: The data below is not available:

Other Analyses		2015	2016	2017	2018	2019
Percent of courses with adequate completion	Department					
(adequate completion = 80%+, A and B grades)	University					

Appendix B: Contract/Adjunct Faculty Profile

Name	Home Dept	Rank	Type (tenure, tenure track, contract or adjunct)	Gender	Ethnicity	Highest Degree	Years of Teaching	Areas of Expertise
Matthew Donahue PhD LAT ATC	AT	Associate Professor	Tenured	Male	Caucasian	PhD	7	Research methods, Emergency Care
Valerie Herzog EdD LAT ATC	AT	Professor	Tenured	Female	Caucasian	EdD	20	Management, Rehab
Conrad Gabler PhD LAT ATC	AT	Assistant Professor	Tenure Track	Male	Caucasian	PhD	3	Therapeutic Modalities
Alysia Cohen PhD LAT ATC	AT	Assistant Professor	Tenure Track	Female	Caucasian	PhD	10	Sport Psychology/ Gen Med
Hannah Stedje MS LAT ATC	AT	Instructor	Contract	Female	Caucasian	MS	7	Evaluation, Rehab
Robert Walker PhD	Radiology	Professor	Tenured	Male	Caucasian	PhD	38	Radiology
Joel Bass MS LAT ATC	AT	Adjunct	Adjunct	Male	Caucasian	MS	27	Emergency Care/Taping
Nancy Weir MS LAT ATC	AT	Adjunct	Adjunct	Female	Caucasian	MS	31	Gen Med/ Psychology
Cory Butts PhD	Exercise & Nutrition Sciences	Assistant Professor	Tenure Track	Male	Caucasian	PhD	1	Exercise Physiology
David Aguilar-Alvarez PhD	Exercise & Nutrition Sciences	Assistant Professor	Tenure Track	Male	Hispanic	PhD	6	Nutrition
Saori Hanaki PhD ATC	Exercise & Nutrition Sciences	Assistant Professor	Tenure Track	Female	Asian	PhD	9	Kinesiology, Biomechanics
Chad Smith PhD	Health Physical Education & Recreation	Associate Professor	Tenured	Male	Caucasian	PhD	10	Strength Training

Summary Information (as needed)

Appendix C: Staff Profile

Name	Gender	Ethnicity	Job Title	Years of Employment	Areas of Expertise
Kayla Humiston	Female	Caucasian	Administrative Specialist II	2 months	Budgeting

Summary Information (as needed)

Appendix D: Financial Analysis Summary

Master of Science Athletic Training					
Funding	14-15	15-16	16-17	17-18	18-19
Appropriated Fund	147,595	104,240	133,887	123,316	117,766
Other: IW Funding from CE					
Special Legislative Appropriation					
Grants or Contracts					
Special Fees/Differential Tuition					
Total	147,595	104,240	133,887	123,316	117,766

HHPH Department

ATN Department

Department FTE	43.75	44.35	40.00	44.40	38.20
Cost per FTE	\$3,374	\$2,350	\$3,347	\$2,777	\$3,083

Note: Data provided by Provost's Office

Summary Information (as needed)

Note: The MSAT program does charge differential tuition in addition to the regular, graduate student tuition, but it is built into the MSAT budget. Betty Kusnierz (Provost's Office) used to manually calculate that and split the expenses between appropriated fund and differential, because at one time the provost thought we should. To do it you would take the SCH for each year times the differential rate and put that on the differential line and subtract it from the appropriated fund line. However, it was determined that this doesn't really make a difference because technically, all budgets are partially funded by tuition, and the university doesn't split that out. So, it was determined that the differential tuition would not be included here.

Appendix E: External Community Involvement Names and Organizations

11/8/2019

eValue

Weber State University Athletic Training Program

Site Custom Fields

Report Date: 11/08/2019

Enter filter text into column heading(s) and click here:

Filter
Clear Filter

Site Name	Linked Educators	Site Type	Address 1	City	State
Bear River High School	Sarah Hurst	High School	1450 S. Main St	Garland	UT
Ben Lomond High School	Jeff Speckman	High School	800 Jackson Ave	Ogden	UT
Body Tune Physical Therapy - Layton	Aja Merrill	PT Clinic	1916 N 700 W.	Layton	UT
Body Tune Physical Therapy - South Ogden	Deven Bawden	PT Clinic	5856 Harrison Blvd	South Ogden	UT
Bonneville High School	Katie Lassen	High School	251 W. 4800 S	Ogden	UT
Clearfield High School	Frank Holowka	High School	931 South 1000 East	Clearfield	UT
Cottownwood High School	Tyler Dexter	High School	5715 1300 E	Murray	UT
Dew Tour - Winter	Matthew Donahue				
Farmington High School	Kayden Burbank	High School	548 W Glovers Ln	Farmington	UT
High School Physicals					
High School State Wrestling Tournament					
Highland High School	Mitch McKay	High School	2166 S 1700 E	Salt Lake City	UT
Huntsville Marathon					
IHC - Workmed	Dr. Nathan Foote	General Medical	1355 Hinkley Dr	Ogden	UT
Kearns High School	Elika Parivar	High School	5525 Cougar Ln	Kearns	UT
Layton Christian Academy	Jessica Burningham	High School	2352 E Highway 193	Layton	UT
Layton Parkway Clinic	Tyler Ellis	Ortho Clinic	201 Layton Pkwy	Layton	UT
McKay-Dee Orthopedic and Sports Medicine	Justin Burr	PT Clinic	3895 Harrison Blvd	Ogden	UT
Morgan High School	Annie Young	High School	55 North 200 East	Morgan	UT
Mountainland Physical Therapy - Clinton	Mark Flinders	PT Clinic	1477 N. 2000 W.	Clinton	UT
Mountainland Physical Therapy - Kaysville	Brian Pennock	Clinic	1188 Sportsplex Dr	Kaysville	UT
Mountainland Physical Therapy - West Point	Daniel Sedgwick	PT Clinic	3072 W. 300 N.	West Point	UT
Nitro World Games	Matthew Donahue				
Northridge High School	Mackenzie Tucker	High School	2430 N. Hill Field Rd	Layton	UT
Ogden High School	Justin Zisumbo	High School	2828 Harrison Blvd.	Ogden	UT
Olympus High School	Michael Everett, Ryan Fowers	High School	4055 South 2300 East	Holladay	UT
Porter Family Practice	Dr. Stephen Scharmann	General Medical	4403 Harrison Blvd	Ogden	UT
Real Monarchs	Kyle Simkovich	Professional Sports	14787 Academy Parkway	Herriman	UT
Real Salt Lake		Professional Sports	14787 Academy Parkway	Herriman	UT
Roy High School	Ryan Renkiewicz	High School	2150 W. 4800 S.	Roy	UT
Special Event - Please note Event and Location in comments					
Sundance Physical Therapy	Clay Sniteman	PT Clinic	2701 University Circle	Ogden	UT
Syracuse High School	Robert Shelton	High School	665 South 2000 West	Syracuse	UT
Tanner Clinic	Dr. Ryan Stewart	General Medical	2038 West 1900 South	Syracuse	UT
Taylorsville High School	Savannah Sellars	High School	5225 S Redwood Rd	Taylorsville	UT
The Orthopedic Specialty Hospital (TOSH)	Laurie Evans, Ryan Fowers	Ortho Clinic	5848 S 300 E	Murray	UT
Total Rehab	Nathan Savage	PT Clinic	5957 S. Fashion Point Dr.	South Ogden	UT
UNLV - Sports Medicine	Kyle Wilson	University			
Utah Orthopedics	Dr. Dann Byck	Ortho Clinic	5782 Adams Avenue Parkway	Ogden	UT
Utah Outliers	Jenn Roney	Junior A Hockey	Acord Ice Arena	West Valley	UT
Utah Physical Therapy/Utah Performance	Tyler Gill, Chad Tenney	PT Clinic	4640 South 3500	West Haven	UT
Utah Warriors	Sica Glauser	Professional	14787 Academy Parkway	Herriman	UT
Weber High School	Veronica Bain	High School	430 W. Weber High Dr.	Pleasant View	UT
Weber State University					
Weber State University - Football	Joel Bass, Talon Bird	College			
Weber State University - Club Sports	Whitney Batchelor	College			
Weber State University - Cross Country	Whitney Fowers	College			
Weber State University - Men's Basketball	Joel Bass	College			
Weber State University - Softball	Alex Leonardi	College			
Weber State University - Strength and Conditioning		College			
Weber State University - Track	Whitney Fowers	College			
Weber State University - Volleyball	Nancy Weir	College			
Weber State University - Women's Basketball	Nancy Weir	College			
Weber State University - Women's Soccer	Alex Leonardi	College			
Weber State University Student Health Center		General Medical	3885 West Campus Dr	Ogden	UT
Westminster College	Rick Hackford	College	1840 1300 E	Salt Lake City	UT
Xierra - Snowbasin					

https://www.e-value.net/index.cfm

1/1

Appendix F: MSAT 2020 Curricular Changes

Weber State University Master of Science in Athletic Training 2020/21 Course Sequencing

Fall Semester (year 1) Fall 2020 MSAT 6100 3cr MSAT 6300 3cr MSAT 6390 2cr MSAT 6500 3cr MSAT 6080 3cr MSAT 6431 1cr 15 credits	Spring Semester (year 1) Spring 2021 MSAT 6301 3cr MSAT 6400 2cr MSAT 6085 3cr MSAT 6350 3cr MSAT 6450 3cr MSAT 6501 3cr 17 credits
Summer Semester (year 1) Summer 2021 MSAT 6502 3 cr MSAT 6200 3 cr MSAT 6480 3 cr MSAT 6401 2 cr 11 credits	Clinical Hours Fall 1 100 Spring 1 200 Summer 150 Fall 2 300 Spring 260 1010
Fall Semester (year 2) Fall 2021 MSAT 6090 3 cr MSAT 6451 3 cr MSAT 6503 3 cr MSAT 6452 3 cr MSAT 6432 1 cr MSAT 6998 1 cr 14 credits	Spring Semester (year 2) Spring 2022 MSAT 6095 1-3 cr MSAT 6504 3 cr MSAT 6700 1 cr MSAT 6600. 3 cr MSAT 6999 1-3 cr 9-12 credits 65-70 credits

We are also eliminating the individual course prerequisites because most of our graduate students take the prerequisite courses at another university, and they are not imported into their graduate transcript. We will manually verify that the prerequisites have been met.

Students move through the MSAT program as a cohort, so we have simplified the prerequisite requirements for the Graduate Practicum courses to allow more flexibility in program management and course sequencing.

2020 Catalog Changes

Master of Science in Athletic Training (MS)

Return to: [Programs Sorted by Major/Minor](#)

Minimum Admissions Requirements

- Bachelor's degree
- Admission to Weber State University (Students apply only to the MSAT and will be admitted to WSU and the MSAT concurrently. Students do NOT need to apply through the WSU general admissions process)
- GRE scores (only required if GPA is below a 3.0)
- Minimum 3.0 GPA*
- Submit Graduate Athletic Training Student Application through ATCAS (found online at: <https://atcas.liaisoncas.com>)
- Submit Application Essay/Personal Statement (see online application in ATCAS for details)
- Two References - at least one reference must be a college-level instructor
- Grade of C or better in all prerequisite courses (all prerequisites must have been completed within the last 10 years prior to application)**
- Documentation of at least 50 observations hours with a Certified Athletic Trainer (or similar healthcare provider for international applicants)
- Program Interview - in person or over the phone
- Completed Technical Standards Form - can be completed after admission (Form can be found at: <https://www.weber.edu/msat/admission.html>)
- Official Transcripts from ALL other colleges/universities attended (send directly to ATCAS)
- Proof of immunizations (completed after admission)
- Hepatitis-B vaccination (can be completed in first semester if deficient)
- Pay Application fee (paid directly to ATCAS)

* Grade point averages between 2.75 and 2.99 will be considered if GRE scores are above average.

** Students who are deficient in four or fewer prerequisite courses may be admitted on a conditional basis if the courses can be added to the schedule while still meeting the prerequisites prior to each graduate course.

The priority application deadline is January 15 for the following fall semester.

Applications received after the deadline will be considered on a rolling admissions basis if available slots still exist. Students are encouraged to apply by the January 15th deadline, as the program will likely reach capacity at that point. The online application may be accessed on-line at: <https://atcas.liaisoncas.com>.

Post-Admission Requirements

After formal admission to the Athletic Training Master's degree program, students are required to complete an FBI background check and drug test. The WSU Master of Science in Athletic Training Program enters into Affiliation Agreements with multiple healthcare facilities and schools throughout the state. These agreements provide WSU MSAT students and faculty authorized access to facility resources and patients. In response to stipulations contained within one or more of these Agreements, the WSU MSAT requires students admitted to the program to submit to an FBI level criminal background check as well as a urine drug test. This screening process has been mandated by the WSU MSAT in an effort to more effectively protect the safety and well-being of the patients, clients, and residents of those facilities, and is fully supported by the Department of Athletic Training and the MSAT faculty. Both the background check and the drug test will be completed during the student's first semester. The expenses (approximately \$80) will be paid for by the student.

Additional Admission Requirements for International Students

All international students and any applicants educated outside the U.S. must demonstrate proficiency in English. Those whose native language is not English, or whose language of instruction for their undergraduate degree was not English, will be required to submit an official score from the Test of English as a Foreign Language (TOEFL) which is not more than two years old and on which a minimum score of 563 (paper-based), or 85 (internet-based) with a minimum score of 17 in each section, has been earned. The MSAT Program also accepts the International English Language Testing System (IELTS) - applicants may have an official score report sent to the MSAT Program Director which is not more than two years old and on which a minimum score of 6.5 overall, with a minimum of 6.0 in each section, has been earned.

Students who have not earned the minimum required English proficiency scores may still be admitted conditionally. Students who have at least a score of 70 on the TOEFL exam (internet-based) would be required to begin ESL and other coursework at Weber State University one semester prior to beginning MSAT coursework. During this preparatory semester, students would be required to complete, with a grade of a C+ or better, approximately 8 credits of ESL courses and complete, with a grade of C or better, approximately 6 credits of MSAT prerequisite courses.

Students who have a 61-69 score on the TOEFL exam would be required to begin ESL and other coursework at Weber State University for two semesters prior to beginning MSAT coursework. During this preparatory semester, students would be required to complete, with a grade of a C+ or better, approximately 8 credits of ESL courses per semester and complete, with a grade of C or better, approximately 6 credits of MSAT prerequisite courses per semester.

The MSAT Program Director will determine which ESL and prerequisite courses are most appropriate based on the student's undergraduate coursework and English proficiency scores.

Minimum English Proficiency scores for conditional admissions:

TOEFL (internet-based) – 70 (one semester); 61 (two semesters)

TOEFL (paper-based) – 525 (one semester); 500 (two semesters)

IELTS - 6.0 (one semester); 5.5 (two semesters)

Selection Process

- A All applications will be ranked by using a numerical scale to rate the elements of the application.
- B Students receiving the highest scores in the rating process will be invited to enter the Master of Science in Athletic Training Program. The selection committee is comprised of the MSAT faculty. The number of students chosen to enter the program each year will vary, in compliance with accreditation guidelines related to professor and preceptor-to-student ratios. Selection into the MSAT is competitive and satisfaction of the minimum requirements does not guarantee admission.
- C Applicants not invited to enter the MSAT may reapply the following year. All applicants who reapply must meet all requirements in effect at the time of reapplication. Students who choose to reapply must review the program website and/or catalog for current admission requirements at that time.
- D All students selected for the MSAT must provide evidence of being able to meet the Technical Standards for Admission of the program. Only those students who verify that they can meet those technical standards, with or without reasonable accommodations, will be allowed to enter the program. The Technical Standards can be found on the program's website at: <https://www.weber.edu/msat/admission.html>

Retention Requirements

- A After students are selected into the MSAT, retention in the program will be based on the following criteria:
 - 1 Grade "B-" or better in all required MSAT courses (includes Graduate Practicum courses).
 - 2 Maintain an overall Weber State University Graduate GPA of 3.0.
 - 3 Adhere to MSAT Athletic Training Student Handbook Policies.
- B Students who fail to meet the retention criteria will be placed on probation in the MSAT program for one semester. If standards are not met by the end of the probationary period, the student will be dismissed from the program. Students who receive a grade lower than a "B-" in any required MSAT course must repeat that course and receive a grade of "B-" or higher to remain in the program. Failure to repeat the course (when offered) will result in dismissal

from the program. Students who receive a grade lower than a “B-” in two or more MSAT courses will be dismissed from the program.

Early Admission for Weber State students

Students enrolled in any Bachelor’s degree program at Weber State with 75 credits completed towards a degree may apply for early admissions consideration. Students applying for early admissions are still required to complete all Admissions requirements listed above. To be eligible for early admissions consideration, the following must be completed prior to application.

- Students must have completed 17 credits of MSAT prerequisites as follows:
- 8 credits of Anatomy and Physiology
- ZOO 2100 - Human Anatomy (4) or HTHS 1110 LS - Integrated Human Anatomy and Physiology I (4)
- and
- ZOO 2200 LS - Human Physiology (4) or HTHS 1111 - Integrated Human Anatomy and Physiology II (4)
- 9 additional credits from the MSAT prerequisite requirements (see below).
- Students must have a minimum of 3.0 GPA in their completed prerequisite courses.
- The required 50 observation hours with a Certified Athletic Trainer must be completed prior to application.
- Students will also need to complete a program interview during the early admission process.

The early admission process will take place in March of each year. Please refer to the program website for specific deadlines: <https://weber.edu/msat>.

Advisement

Students enrolled in the MSAT program will be assigned a faculty advisor. Students will be encouraged to meet with their faculty advisor at least once a semester and to engage in dialogue when necessary regarding academic success, clinical assignments, and/or personal or professional issues.

Transfer Credits

In compliance with the Higher Education Act, Weber State University only accepts transfer credit from regionally accredited colleges and universities.

Students who have completed graduate athletic training coursework at another CAATE-accredited professional master’s degree program in Athletic Training may apply for up to 9 transfer credits. The transfer of graduate credits from non-CAATE-accredited programs will be considered on a case-by-case basis. Approval of all transfer credits requires an official transcript, a copy of the course syllabus, and approval by the WSU MSAT Program Director.

- Program Code: 2057MS

- CIPC: 510913

Prerequisite Course Requirements for MS

Required Prerequisite Courses (32 credit hours)

(or equivalent courses - syllabi or catalog course description required)

- [NUTR 1020 LS - Science and Application of Human Nutrition](#) Credits: (3)
- [HAS 3150 - Community Health Agencies and Services](#) Credits: (3)
- [ESS 3500 - Biomechanics](#) Credits: (3)
- [ESS 3510 - Exercise Physiology](#) Credits: (3)
- [PSY 1010 SS - Introductory Psychology](#) Credits: (3)
- [ZOO 2100 - Human Anatomy](#) Credits: (4)
- [ZOO 2200 LS - Human Physiology](#) Credits: (4)
- [PHYS 1010 PS - Elementary Physics](#) Credits: (3)
- [CHEM 1010 PS - Introductory Chemistry](#) Credits: (3)
- AND
- One of the following:
- [ZOO 1010 LS - Animal Biology](#) Credits: (3)
- [ZOO 1020 LS - Human Biology](#) Credits: (3)

Course Requirements for MS

Required Courses (65-67 credit hours)

Didactic Courses

- [MSAT 6080 - Research Methods I](#) Credits: (3)
- [MSAT 6085 - Research Methods II](#) Credits: (3)
- [MSAT 6090 - Research Methods III](#) Credits: (3)
- [MSAT 6100 - Advanced Emergency Care in AT](#) Credits: 3
- [MSAT 6200 - Mental and Behavioral Health in Injury and Rehabilitation](#) Credits: (3)
- [MSAT 6300 - Orthopedic Assessment and Diagnosis I](#) Credits: (3)
- [MSAT 6301 - Orthopedic Assessment and Diagnosis II](#) Credits: (3)
- [MSAT 6350 - Diagnosis and Care of General Medical Conditions](#) Credits: (3)
- [MSAT 6390 – Foundations of Therapeutic Interventions](#) Credits: (2)
- [MSAT 6400 - Therapeutic Modalities for Musculoskeletal Injuries](#) Credits: (2)
- [MSAT 6401 - Innovations in Therapeutic Modalities](#) Credits: (2)
- [MSAT 6431 - Orthopedic Taping and Durable Medical Equipment](#) Credits: (1)
- [MSAT 6432 - Casting and Orthotic Fabrication](#) Credits: (1)
- [MSAT 6450 - Therapeutic Rehabilitation I](#) Credits: (3)
- [MSAT 6451 - Therapeutic Rehabilitation II](#) Credits: (3)

- MSAT 6452 - Advanced Manual Therapy Techniques Credits: (3)
 - MSAT 6480 – Advanced Principles of Evidence Based Practice Credits: (3)
 - MSAT 6600 - Administration and Management in Athletic Training Credits: (3)
 - MSAT 6700 - Advanced Diagnostic Imaging for the Athletic Training Profession Credits: (1)
 - MSAT 6998 - Master's Board of Certification (BOC) Exam Preparation Credits: (1)
 - MSAT 6999 - Special Topics in Athletic Training Credits: (1-3)
- *must take at least one credit of MSAT 6999

Clinical Courses

- MSAT 6500 - Foundations of Athletic Training Credits: (3)
- MSAT 6501 - Graduate Practicum I Credits: (3)
- MSAT 6502 - Graduate Practicum II Credits: (3)
- MSAT 6503 - Graduate Practicum III Credits: (3)
- MSAT 6504 - Graduate Practicum IV Credits: (3)

Optional Electives

- MSAT 6750 - Evidence-Based Evaluation and Treatment of the SI Joint and Spine Credits: (2)
 - MSAT 6095 - Research Methods IV Credits: (1-3)
- *must take at least one credit of MSAT 6095 if thesis requirements are not completed before the beginning of the final semester