REQUEST FOR AUTHORIZATION TO IMPLEMENT A MASTER OF SCIENCE DEGREE IN ATHLETIC TRAINING AT THE UNIVERSITY OF WISCONSIN-MILWAUKEE PREPARED BY UW-MILWAUKEE 5-11-15

ABSTRACT
Athletic Trainers are health care professionals who provide physically active people services such as injury/illness prevention, emergency care, clinical diagnosis, therapeutic intervention and rehabilitation of injuries and medical conditions. This proposed Master of Science in Athletic Training (MS-AT) degree will be accredited by the Commission on the Accreditation of Athletic Training Education (CAATE), and is a professional program that prepares students to become certified Athletic Trainers. The MS-AT is going to replace the Bachelor of Science in Athletic Training (BS-AT) that is currently offered, and has suspended enrollment as of February 2015.

PROGRAM IDENTIFICATION
1. Institution name: University of Wisconsin-Milwaukee
2. Title of proposed program: Athletic Training
3. Degree/major designation: Master of Science
4. Mode of delivery: Residential, on-campus program consisting of classroom-, technology-, and laboratory-based instruction.
5. Single institution or collaboration: Single Institution
6. Projected enrollment by year five of the program: It is expected that the program will enroll 16 students when it reaches full capacity. Based on experience, the attrition rate in the program is expected to be low. The program will enroll a mix of in-state and out-of-state students.
7. Tuition structure (i.e., standard tuition, differential tuition, etc.): The proposed program will use a standard tuition structure for residential delivery; on-line fee for classes with web-based delivery.
8. Department or functional equivalent: Kinesiology- Integrative Health Care and Performance (KIN-IHCP)
9. College, School, or functional equivalent: Health Sciences
INTRODUCTION

Rationale and Relation to Mission and Strategic Plan

The vision of the Master of Science in Athletic Training program is:

“To develop clinician-scholars from diverse backgrounds who integrate knowledge from kinesiology, varied learning experiences, and research to practice Athletic Training in an evidence based way as part of an interprofessional health care team.”

To fulfill this vision, to position UWM as a leader in the University of Wisconsin system in professional graduate Athletic Training education, and to continue to support UWM’s leadership in the preparation of Athletic Trainers nationally, the Department of Kinesiology: Integrative Health Care and Performance Unit (KIN-IHCP) is proposing a graduate, professional program in Athletic Training, where students would earn a Master of Science in Athletic Training degree. This degree program aligns with the UW System Core Mission of the Doctoral Cluster “…to offer programs leading to professional degrees at the baccalaureate and post-baccalaureate levels”, and also aligns with the UWM initiative “UWM 4 Health” to establish UWM as the health care academic and research center of Wisconsin. UWM has the ability to develop a new graduate program in athletic training that does not exist within the UW system and leverage the existing national reputation of the current undergraduate program to implement and launch the new degree program.

The proposed program also aligns with the mission and vision of the College of Health Sciences, “To become the leading urban health sciences college where a diversity of students, scientists and professionals combine learning, discovery and technology to improve the health and well-being of our communities.” The College of Health Sciences strategic plan includes the development of interprofessional learning opportunities for all students within the College. Interprofessional education is defined as when students from two or more health professions learn about, from and with each other to enable effective collaboration and improve health outcomes.¹ This prepares the students for interprofessional practice, when multiple health workers from different professional backgrounds work together with patients, families, caregivers, and communities to deliver the highest quality of care.¹

MS-AT will align with the existing Master of Science in Kinesiology, Doctor of Physical Therapy, and Doctor of Philosophy in Kinesiology that the department currently offers. The Department of Kinesiology: Integrative Health Care and Performance unit engages students in active learning experiences that prepare them for the dynamic nature of patient/client-centered care within an interprofessional environment. The World Health Organization’s International Classification of Function model serves as the theoretical foundation on which we base our programs and research.² This model describes that person-centered care must consider the health condition, body function and structure, capability to perform activity, and capability to participate in their life, all in the context of personal and environmental factors that influence the individual. Our programs, including the proposed MSAT degree program, are structured such that students gain knowledge of the physical, psychosocial, nutritional, and societal aspects of human performance and health through curricula that integrate traditional classroom learning with community engaged research and clinical learning opportunities.
UWM leads the UW System schools in the number and reputation of the Athletic Training faculty, supporting UWM’s goal of “… academic and professional excellence…”. To continue this leadership, the Athletic Training program must adapt to reflect the changed nature of professional practice demanding more interprofessional collaboration, a higher degree of autonomy in decision making requiring advanced development of clinical reasoning skills, and a skill set in evidence-based practice that allows graduates to actively engage in the rapidly changing research informing health care practice. The proposed program will be unique in that it will prepare students with advanced knowledge of interprofessional practice, research that informs evidence-based practice, and clinical reasoning skills that exceed the standards set forth by the Commission on the Accreditation of Athletic Training Education (CAATE).

Imbedded in the proposed curriculum will be specific themes that will be threaded across all courses (i.e. evidence-based practice, integrated patient-centered care, cultural competence, clinical problem solving), as well as community-based practical learning experiences that will provide the opportunity for these skills to be developed in an interprofessional practice setting. These curricular components will enable graduates of this program to be better prepared to enter the healthcare workforce and have a higher level of skills that will differentiate them from their peers when seeking employment. With the collective strength of the historical success of the current undergraduate Athletic Training program and the graduate professional education programs in the College of Health Sciences and the productive research laboratories and faculty in Kinesiology-IHCP, students will have the opportunity to “…engage in the sustained research effort….for academic and professional excellence…” (UWM Mission) and learn from, and ultimately contribute to, cutting edge research and clinical practice.

Need as Suggested by Current Student Demand

Athletic Trainers are entering a healthcare environment that is undergoing tremendous change now, and for decades to come. The emphasis on injury prevention and comprehensive health management as a way to encourage cost savings for society and improve health related quality of life for its people will demand dynamic interprofessional practice and strong clinical reasoning skills to make evidence-driven decisions. The current undergraduate program model has successfully matriculated students into the Athletic Training Profession since the 1990’s. However, the advancements of the profession in the last 20 years, both in depth and breadth of the skills and knowledge required, have outpaced the ability of the undergraduate degree model to meet these changing practice needs by the current state of the profession. The proposed entry-level MSAT degree program will, consistent with the philosophy of the current undergraduate program, exceed the accreditation and professional expectations by preparing students to meet the current and future needs of the Athletic Training Profession. The faculty and staff of KIN-IHCP are poised to deliver a graduate program that is grounded in interprofessional practice, and instills graduates with clinical reasoning skills informed by patient needs as well as research that will uniquely differentiate graduates of the program from peers graduating from other baccalaureate or graduate level professional programs. Being a research-intensive, doctoral granting institution, UWM possesses the research faculty and infrastructure to provide the opportunities to become involved with the basic science and clinical research that informs evidence based practice. The existence of several other graduate health care professional programs in the College of Health Sciences (i.e., physical therapy, occupational therapy, speech and language pathology, medical laboratory science, health informatics), as well as the School of Nursing and School of Public Health forms the foundation for interprofessional learning and practice opportunities. Furthermore, the urban Milwaukee setting ensures that students have access to a diverse patient population with a wide variety
of health care needs. *By capitalizing on existing strengths and resources, UWM is poised to position itself as a leader in Athletic Training education locally, in Wisconsin, and nationally.*

Graduates from the MS-AT at UWM will be trained in interprofessional practice, the scholarship of clinical practice, and in specialized clinical reasoning. Nationally, there are only 34 professional programs at the graduate level, compared to 338 professional programs at the baccalaureate level. There are no professional programs at the graduate level in Wisconsin, and only 3 programs within neighboring states. All three of these programs are at small, private colleges. This represents an opportunity to meet the need for a lower cost option for graduate level athletic training education for Wisconsin residents, and for those out-of-state students seeking a program at a large, research intensive public university.

The concern of "degree creep" has also been examined. As health care disciplines continue to expand their knowledge of the complicated science of health and human function, the need for expanded basic science and professional competencies increases. This leads to a longer curriculum including high levels of knowledge and learning that is appropriate to align with a higher degree level.3,4 Therefore, we feel that this transition is consistent with past and current practices related to health care education.

The College of Health Sciences Office of Student Affairs information on prospective students suggests that as many as 25% of current students in the Bachelor of Science in Kinesiology program have expressed interested in the proposed program. The office also receives approximately 10 inquiries per year from individuals already holding a Bachelor’s degree who are seeking a degree in Athletic Training. In the past 5 years there has been at least one student per year that has a Bachelor’s degree and enrolls in the current BS-AT program. The majority of these students do not pursue UWM when they learn that the only option currently is a second Bachelor’s degree. These students would be potential applicants to the proposed program. There are also several other institutions in UW System that don’t have a degree in athletic training, but offer programs in Exercise Science or related fields (Table 1). The proposed program could be a destination for graduates of those programs that are looking for professional preparation in a health care field beyond their bachelor’s degree.

**Table 1: UW System institutions that do not have an athletic training degree**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>UW-Green Bay</td>
<td>Pre-professional programs</td>
</tr>
<tr>
<td>UW-Parkside</td>
<td>Exercise science</td>
</tr>
<tr>
<td>UW-Platteville</td>
<td>Health and human performance; pre-professional programs</td>
</tr>
<tr>
<td>UW-River Falls</td>
<td>Exercise and sport science</td>
</tr>
<tr>
<td>UW-Stout</td>
<td>Health, wellness, and fitness; pre-professional programs</td>
</tr>
<tr>
<td>UW-Superior</td>
<td>Health and human performance</td>
</tr>
<tr>
<td>UW-Whitewater</td>
<td>Physical education</td>
</tr>
</tbody>
</table>

Based on these potential recruitment strategies, we do not anticipate any issues with recruiting highly qualified applicants. There is a wide range of cohort sizes across other institutions with graduate professional programs. Peer institutions have a range from 12-24 students per cohort. This number is partially determined by the number of clinical education opportunities and the ratio of students to preceptors that must be maintained per CAATE standards (1 preceptor to 8 students). To strategically minimize the issues related to overlap in the delivery of the BS-AT and MS-AT programs (projecting 2 years of overlap until the final cohort of BS-AT students graduate), we are holding enrollment in the MS-AT program low for the first two years (Table 2).
Table 2: 5-Year Enrollment Projections for the M.S. in Athletic Training

<table>
<thead>
<tr>
<th>Year</th>
<th>Implementation Year</th>
<th>2nd year</th>
<th>3rd year</th>
<th>4th year</th>
<th>5th year</th>
</tr>
</thead>
<tbody>
<tr>
<td>New students admitted</td>
<td>8</td>
<td>8</td>
<td>12</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>Continuing students</td>
<td>0</td>
<td>8</td>
<td>8</td>
<td>12</td>
<td>14</td>
</tr>
<tr>
<td>Total enrollment</td>
<td>8</td>
<td>16</td>
<td>20</td>
<td>26</td>
<td>28</td>
</tr>
<tr>
<td>Graduating students</td>
<td>0</td>
<td>8</td>
<td>8</td>
<td>12</td>
<td>14</td>
</tr>
</tbody>
</table>

Need as Suggested by Market Demand

The United States Bureau of Labor and Statistics projects an increase in athletic training jobs of 19% from 2002-2022, which is faster than average. Projections from the Wisconsin Department of Workforce Development indicate that from 2012-2020, there will be an 18% increase in the number of athletic training jobs in the state of Wisconsin, and a 16% increase in the greater Milwaukee area (Milwaukee, Ozaukee, Waukesha and Washington counties). This exceeds the overall increase in healthcare practitioner positions (15%), indicating that athletic training continues as a strong area of growth in the healthcare professions. The proposed program will have a minimal impact on the supply of athletic trainers because the existing Bachelor of Science in Athletic Training program at UWM currently graduates the same number of students as the proposed MS-AT program will. Program outcome data indicate that over 90% of graduates of the BS-AT program secure employment or acceptance to graduate school within 3 months of graduation. This provides evidence that graduates from UWM are highly desirable for employment or post-graduate education.

There is currently no evidence to support or refute the expectation that athletic trainers with a graduate-level professional degree will have increased employment opportunities, salary, or benefits compared to baccalaureate-level degree programs. When examining other professions that have undergone degree transition the evidence is again inconsistent. The physical therapy profession made the transition to the required degree being a Doctor of Physical Therapy degree in 2015. There is some evidence that physical therapists with a Doctor of Physical Therapy degree were more likely to be hired and paid a higher salary than those with a Bachelor’s degree, but no difference as seen between those prepared at the Master’s degree level and the Doctoral level. It is known that the practice setting (i.e., collegiate, high school, clinic/hospital, professional sports team) and the amount of experience are the biggest factors that influence salary in the athletic training employment market. If the degree required to become an athletic trainer does become a graduate degree, there will be an increased need for instructional faculty who are at least prepared at the master’s degree level. This would provide additional employment opportunities for graduates of our program.

Emerging Knowledge and Advancing New Directions
From a professional perspective, in 2012 the National Athletic Trainers’ Association’s Executive Committee for Education recommended a critical examination of the appropriate degree level for preparation as an athletic trainer. This recommendation was grounded in the 1) increasing complexity of the current and future healthcare systems, 2) the growing need for athletic training specific patient outcomes research, and 3) an expanding scope of requisite knowledge, skills, and abilities, and 4) the need to ensure proper professional alignment with other peer healthcare professions. After extensive research and discussion, a workgroup of the Executive Committee for Education has recommended that the professional degree for athletic trainers be at the master’s degree level. There are many aspects of education and professional practice that were considered in making this recommendation, and the full report is available online. The key factors that form the rationale for the proposed program are better alignment of athletic trainer with peer healthcare professions, facilitated interprofessional education, and expanded basic science and professional competencies and clinical reasoning. These elements have formed the foundation for the proposed program’s vision, objectives, and curriculum. To date, there has been no mandate from the National Athletic Trainer’s Association, the Board of Certification, or the CAATE that the professional degree be at the graduate level. It is anticipated that a final decision on the professional degree level will be made within the next 2 years. Regardless, we believe that providing a professional program at the graduate level aligns with the mission and vision of UWM, the College of Health Sciences, and the Department of Kinesiology, and serves a need for Wisconsin residents. We are in an optimal position to meet the above 4 goals and provide professional preparation at the graduate level that will ultimately strengthen the athletic training profession and the health and well-being of the people of Wisconsin. Our graduates will have additional knowledge, skills, and experiences that students graduating from bachelor’s level Athletic Training programs will not possess. This will make them more marketable when seeking employment after graduation.

DESCRIPTION OF PROGRAM

Institutional Program Array

The College of Health Sciences offers pre-professional, professional, and research-focused degrees through its five academic departments: Biomedical Sciences, Communication Sciences & Disorders, Occupational Sciences & Technology, Health Informatics & Administration, and Kinesiology. The College of Health Sciences also offers a multidisciplinary Ph.D. in Health Sciences degree, allowing all of the above named departments to offer courses and concentrations. The Department of Kinesiology offers the following degree programs: Bachelor of Science in Athletic Training (suspended pending implementation of MS-AT), Bachelor of Science in Kinesiology, Master of Science in Kinesiology, Doctor of Physical Therapy, and Doctor of Philosophy in Kinesiology.

Comparable Programs in the University of Wisconsin System

Several institutions in the University of Wisconsin System offer Bachelor of Science in Athletic Training degree programs (Table 3). The standards and guidelines for athletic training education set forth by CAATE cause there to be a fair amount of similarity among programs. The research intensive nature of UWM, the availability of multiple professional programs for healthcare professions, and its metropolitan urban setting adds uniqueness to the proposed program. The current 2 faculty in the BS-AT program have active research laboratories that provide students an opportunity to be directly involved with research.

Table 3: Comparable programs in Wisconsin
Institution | Degree Offered
--- | ---
UW-Eau Claire | BS Athletic Training
UW-LaCrosse | BS Athletic Training
UW-Madison | BS Athletic Training
UW-Oshkosh | BS Athletic Training
UW-Stevens Point | BS Athletic Training
Carroll College | BS Athletic Training
Carthage College | BA Athletic Training
Concordia University | BS Athletic Training
Marquette University | BS Athletic Training

Comparable Programs Outside Wisconsin

Nationally, there are 338 professional programs at the baccalaureate level, and 34 professional programs at the graduate level. There are no professional programs at the graduate level in Wisconsin, and only 4 programs within the Midwest region.

Collaboration

There is a strong collaboration among the programs in the KIN-IHCP unit. Students in the Doctor of Physical Therapy, MS Kinesiology, and BS-AT programs are currently utilizing common clinical spaces, teaching spaces, equipment, technology resources, and personnel. We have recently increased the number of interprofessional learning opportunities among these students in both the classroom and in community-engaged clinical education and research. We have established a culture that exemplifies interprofessional practice through communication, mutual understanding, respect, and teamwork that will serve as the foundation as we educate future professionals. In addition, this degree program will represent a key step towards the ability to align the interprofessional practice experiences for all graduate students in KIN-IHCP with many of the existing initiatives that include interprofessional practice opportunities.

In 2013 the College of Health Science began an Interprofessional Education initiative with a goal of facilitating increased opportunities for interprofessional education and practice across all programs within CHS. At the present time some courses are being transitioned to be delivered in an interprofessional format, and there are some pilot interprofessional practice clinical placements that are established (i.e. UWM-Performance and Injury Clinic, Milwaukee Fire Department, Silver Spring Neighborhood Center). It is planned that these opportunities will continue to expand over the next several years. Transitioning the athletic training program to the graduate level will create new opportunities for collaboration with other healthcare professions across UWM (i.e., CHS programs such as Occupational Therapy, Speech and Language Pathology, Medical Laboratory Sciences, Healthcare administration; College of Nursing, School of Public Health) that currently don’t exist because of the difference in degree level.

Since the early 1980’s, the Department of Kinesiology has collaborated with the Department of Athletics by providing support for the UWM Sports Medicine Center and staff for athletic training services. Today the units cooperatively provide valuable services in the prevention, care, and treatment of athletic injuries to both the general student and student athlete. Students in the athletic training program gain valuable clinical education experience under the supervision of clinical preceptors who work in the UWM Sports Medicine Center. Furthermore, the College of Health Sciences partially supports 2 FTE positions that have dual roles in teaching within the program, and providing athletic training services for the Athletics Department. Having Athletic Trainers at UWM that are also clinical educators enhances the
services that they provide to the student-athletes because their teaching responsibilities facilitates staying current with cutting edge of clinical and scientific knowledge.

**Diversity**

The College of Health Sciences is committed to having programs accessible to students of diverse backgrounds, and to providing exposure to coursework and clinical settings that promote diversity. The National Athletic Trainer’s Association Ethnic Diversity Advisory Committee reports that 83% of members are Caucasian, 11% of members reported being of diverse backgrounds (6% unreported). The current BS-AT program has an average of 15% of students come from underrepresented racial groups. There are trends to indicate that when a profession increases the degree requirement there is a decrease in minority representation. The NATA Professional Degree Task force conducted a quick-strike poll of the membership and learned that the average number of students in professional programs is about equal at the undergraduate (n=5.29) and graduate (n=5.06) levels. The large urban areas surrounding Milwaukee and Chicago gives UWM an advantage at recruiting and admitting qualified students from underrepresented racial groups.

One of the programs' student learning objectives is “Athletic Training students will demonstrate cultural competency, ethical care, and appreciation of patient and community values to improve the patients’ outcome”. The curriculum has objectives for cultural competency that is threaded throughout various courses. In particular, the Leadership and Professional Development seminar series will include modules on cultural, ethnic, socioeconomic, gender/sexuality, and racial diversity. The courses on the psychosocial aspects of injury and illness will also integrate this content. Each student will also complete clinical education experiences in diverse settings (i.e., gender, risk level, practice setting, age, and socioeconomic criteria).

**Student Learning Outcomes and Objectives**

The minimal knowledge, skills, and professional behaviors that are established by the CAATE are divided into the following content domains:

1. Evidence-based practice
2. Prevention and health promotion
3. Clinical examination and diagnosis
4. Acute care of injury and illness
5. Therapeutic interventions
6. Psychosocial strategies and referral
7. Healthcare administration
8. Professional development and responsibility

To meet our program vision, the MS-AT program has established the following program goals that will not only meet, but exceed the CAATE expectations.

**Program Goal 1**: The program will develop a well-rounded athletic trainer who has comprehensive knowledge of the domains of athletic training practice, is a patient-centered health care provider who will remain actively engaged in learning throughout their career. Specifically, the program will achieve the following student learning outcomes:

a. Athletic Training students will demonstrate mastery of knowledge, skills, and professional behaviors related to evidence-based athletic training practice
b. Athletic Training students are prepared, capable, and experienced in working as part of an interprofessional healthcare team
c. Athletic Training students will be able to integrate aspects of physical and mental health, cultural competence, ethics, and patient and community values to improve the patients’ outcome

d. Athletic Training students will demonstrate attitudes, behaviors, and practices that support personal well-being and life-long learning.

e. Athletic Training students will exemplify leadership, professional engagement and advocacy to strengthen the profession of athletic training

**Program Goal 2:** Deliver a problem-based curriculum that draws from various biopsychosocial disciplines and includes interprofessional learning opportunities.

**Program Goal 3:** Provide clinical education experiences in numerous settings to develop culturally competent clinicians who represent the diverse populations of patients that they serve.

**Program Goal 4:** Recruit and retain faculty who are outstanding clinicians, educators, and researchers who provide the mentorship to produce future leaders in the athletic training profession.

**Program Goal 5:** Actively contribute to the athletic training profession through the scholarship and leadership of the faculty, staff, and students.

**Assessment**

The program has established a comprehensive assessment plan that includes regular assessment of the objectives related to each program goal. Both quantitative and qualitative methods will be used to collect and interpret data that will be compared against the benchmarks set for each objective. The program faculty will meet annually to review the program’s outcomes against the benchmarks and determine the best course of action for objectives that fail to meet the benchmark. The following types of assessments will be used to collect data that we will use to evaluate program effectiveness:

- Course assignments and examinations
- Clinical education
  - Clinical integration proficiencies
  - Cumulative practical examination
  - Preceptor evaluations of student performance
  - Self-evaluations of student performance
  - Clinical education placement matrix
  - Evaluation of clinical sites and preceptors
- Completion of professional development units
- Domain scores on Board of Certification examination
- Alumni survey
- Graduate exit interview
- Peer review of faculty
- Student evaluation of instructional and preceptor performance

**Curriculum**

The proposed program meet the above goals by providing a structured, tracked curriculum that contains coursework as well as community engaged opportunities for clinical education, research, and professional development. Philosophies of evidence-based practice, integrated person-centered care, cultural competence, and clinical problem solving will be incorporated into all courses within the curriculum. Each course will contain specific instruction and assessment components that will cover each theme. Having these themes threaded across
the program concurrent with other content, teaches students to manage health conditions in a holistic and patient-centered manner. There are several courses that either currently are, or have the potential to be developed to be taught in an IPE format. The definition of an IPE course is that students from at least two programs are included, and the course is designed so that students learn about, from and with each other. There will also be competencies specific to interprofessional education and practice in each of these courses.

Students will begin the clinical education placements during their first semester, and will continue these for each semester of the program. The final two semesters will include a capstone clinical education placement that will be a total of 12 credits. Students may elect to break this experience across the two semesters in varying credit amounts of 4, 6, or 8 credits to create flexibility in the amount of contact hours required for a specific clinical site. Clinical placements are guided by concurrent coursework, type of practice setting (i.e., collegiate, high school, clinical, professional sports, industrial), injury risk level, and sociodemographic factors (i.e., gender, age, urban/suburban/rural). All clinical education experiences will be strategically mapped to ensure that each student is exposed to as many of the above factors as possible.

The curriculum consists of 74 credits to degree, and meets all of the competencies and requirements set forth by the CAATE.\(^{13}\) Comparable accredited professional graduate programs in athletic training require an average of 58 credits, with programs ranging from 39-88 credits. Within UWM, the Master of Nursing is the comparable professional program at the graduate level and consists of 78 credits. At the completion of the program, students will be eligible to sit for the national certification exam, administered by the Board of Certification.

**Admission Criteria**

Applicants must meet the following pre-requisites to be eligible for admission to the program

1. Earned Bachelor’s degree (any field) with cumulative undergraduate 3.0 GPA
2. Completion of foundation courses with a cumulative GPA of 3.0:
   - a. Human anatomy with lab
   - b. Human physiology with lab
   - c. Introduction to psychology
   - d. Statistics
   - e. Chemistry with lab
   - f. Physics with lab
   - g. Psychology of sport and exercise
   - h. Exercise physiology
   - i. Biomechanics
   - j. Introduction to nutrition
   - k. Motor learning
3. Completion of 20 hours of observation of athletic training practice
4. 2 letters of recommendation: 1 from an academic reference, 1 from an athletic trainer with whom the applicant completed observation hours
5. Submission of GRE scores within last 5 years

**Master of Science in Athletic Training**

Credits to degree = 74
A new curricular code will be advanced through the academic approval process starting in August 2015 using this drafted numbering sequence. Existing courses are labeled with course code and number.

<table>
<thead>
<tr>
<th>Course number</th>
<th>Course title (Course descriptions are intended as an overview. The wording is not finalized as it will be for the graduate catalog.)</th>
<th>Contact hours (hrs x weeks)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUMMER 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>601 (TBD)</td>
<td>Foundations of Healthcare Practice (*IPE) Roles and responsibilities of various healthcare professions. Foundations of evidence based practice, health care regulation, medical terminology.</td>
<td>8hrs x 2 wks = 16</td>
<td>1</td>
</tr>
<tr>
<td>610 (TBD)</td>
<td>Prevention and Care of Emergent Medical Conditions Progression to immediate care of musculoskeletal trauma, cervical spine and head injury, systemic emergencies, and environmental emergencies. Preparticipation examinations and application of external protective devices (bracing, taping, etc).</td>
<td>4hrs x 12 wks = 60</td>
<td>4</td>
</tr>
<tr>
<td>KIN 525</td>
<td>Human Gross Anatomy A comprehensive consideration of the human anatomy including both neuro-musculoskeletal components and internal organ systems</td>
<td>6hrs x 12 weeks = 72</td>
<td>6</td>
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<tr>
<td>602 (TBD)</td>
<td>Leadership and Professional Development Seminar I (*IPE) Personal and professional wellness, professional behaviors, history of athletic training, athletic training education, service learning, community service, social media</td>
<td>2hrs x 6 wk = 12</td>
<td>1</td>
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<tr>
<td>680 (TBD)</td>
<td>Clinical Education in Athletic Training I Application of athletic training knowledge, skills, and clinical abilities in a variety of practice settings – predominantly including on-campus athletics.</td>
<td>3hrs x 4 wk = 12</td>
<td>1</td>
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<tr>
<td>FALL 1</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>612 (TBD)</td>
<td>Clinical Exam and Diagnosis I: Lower Extremity Knowledge of, and clinical skills necessary in the prevention and examination, diagnosis, and treatment of injuries of the lower extremity in physically active individuals.</td>
<td>3hrs X 15 wk = 45</td>
<td>3</td>
</tr>
<tr>
<td>622 (TBD)</td>
<td>Therapeutic Intervention I: Lower Extremity Principles of neuromuscular education and training, fitness assessment and planning, exercise progression, and lower extremity focused therapeutic exercise.</td>
<td>3hrs X 15 wk = 45</td>
<td>3</td>
</tr>
<tr>
<td>630 (TBD)</td>
<td>Pathoetiology and Response to Tissue Injury (*IPE) Structure, function, and injury of connective tissue. Theories of pain and inflammation, and immediate care of soft tissue injury.</td>
<td>3hrs X 15 wk = 45</td>
<td>3</td>
</tr>
<tr>
<td>650 (TBD)</td>
<td>Psychosocial Aspects Health, Wellness, and Performance (*IPE) Overview of psychosocial theories that inform health, wellness, performance, as well as rehabilitation, recovery, and return to participation.</td>
<td>3 hrs x 15 wks = 45</td>
<td>3</td>
</tr>
<tr>
<td>603 (TBD)</td>
<td>Leadership and Professional Development Seminar II (*IPE)</td>
<td>1hr x 12 wk = 12</td>
<td>1</td>
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<td>Course number</td>
<td>Course title (Course descriptions are intended as an overview. The wording is not finalized as it will be for the graduate catalog.)</td>
<td>Contact hours (hrs x weeks)</td>
<td>Credits</td>
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<tr>
<td>681 (TBD)</td>
<td>Clinical Education in Athletic Training II Application of athletic training knowledge, skills, and clinical abilities in a variety of practice settings - predominantly including on-campus athletics.</td>
<td>7hrs x 15 weeks = 100</td>
<td>2</td>
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<tr>
<td>712 (TBD)</td>
<td>Clinical Exam and Diagnosis II: Spine and Pelvis Knowledge of, and clinical skills necessary in the prevention and examination, diagnosis, and treatment of injuries of the spine/pelvis in physically active individuals.</td>
<td>3hrs X 15 wk =45</td>
<td>3</td>
</tr>
<tr>
<td>722 (TBD)</td>
<td>Therapeutic Intervention II: Therapeutic Modalities Application and outcomes of therapeutic devices utilizing thermal, acoustic, electrical and mechanical energy.</td>
<td>2hrs X 15 wk =30</td>
<td>2</td>
</tr>
<tr>
<td>KIN 753</td>
<td>Medical Physiology II (*IPE) Pathologies and pharmacologic agents related to rehabilitation in clinical practice setting.</td>
<td>4hrs X 15 wk =60</td>
<td>4</td>
</tr>
<tr>
<td>651 (TBD)</td>
<td>Psychosocial Assessment and Interventions in for Rehabilitation Professionals (*IPE) Understanding the psychological risk factors may contribute to injury/illness, and how rehabilitation clinicians can use basic psychological intervention strategies to a) reduce risk of injury, b) facilitate rehabilitation, recovery and return to participation, c) recognize and refer mental health emergencies</td>
<td>2hrs x 8 wks=16</td>
<td>1</td>
</tr>
<tr>
<td>604 (TBD)</td>
<td>Leadership and Professional Development Seminar III Professional engagement, public relations, advocacy, professional service, service learning, community service, leadership, management</td>
<td>1hr x 12 wk = 12</td>
<td>1</td>
</tr>
<tr>
<td>682 (TBD)</td>
<td>Clinical Education in Athletic Training III Application of athletic training knowledge, skills, and clinical abilities in a variety of practice settings - including on-campus athletics and off-campus clinical sites.</td>
<td>10hrs x 15 weeks = 150</td>
<td>3</td>
</tr>
<tr>
<td>812 (TBD)</td>
<td>Clinical Exam and Diagnosis III: Upper Extremity Knowledge of, and clinical skills necessary in the prevention and examination, diagnosis, and treatment of injuries of the upper extremity in physically active individuals.</td>
<td>4hrs X 12 wk =48</td>
<td>3</td>
</tr>
<tr>
<td>822 (TBD)</td>
<td>Therapeutic Intervention III: Spine and Upper Extremity Principles of manual therapy, spine and upper extremity focused therapeutic exercise</td>
<td>2.5hrs X 12 wk =30</td>
<td>2</td>
</tr>
<tr>
<td>730 (TBD)</td>
<td>Sports Therapeutic Nutrition (*IPE) The integration and application of nutrition and exercise science principles related to prevention and recovery from illness and injury.</td>
<td>10hrs X 3 wk =30</td>
<td>2</td>
</tr>
<tr>
<td>KIN 708</td>
<td>Clinical Movement Analysis (*IPE) Instrumented and observational gait analysis techniques</td>
<td>7.5hrs x 6 wks=45</td>
<td>3</td>
</tr>
<tr>
<td>Course number</td>
<td>Course title (Course descriptions are intended as an overview. The wording is not finalized as it will be for the graduate catalog.)</td>
<td>Contact hours (hrs x weeks)</td>
<td>Credits</td>
</tr>
<tr>
<td>---------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>605 (TBD)</td>
<td>Leadership and Professional Development Seminar IV (*IPE) Ethical considerations, revenue and reimbursement, legal and governmental affairs, business of athletic training, demonstrating value, return on investment, the role of the preceptor, clinical education, service learning, community service, strategic planning, continuing education</td>
<td>1hr x 12 wk = 12</td>
<td>1</td>
</tr>
<tr>
<td>683 (TBD)</td>
<td>Clinical Education in Athletic Training IV Application of athletic training knowledge, skills, and clinical abilities in a variety of practice settings - predominantly including off-campus clinical sites.</td>
<td>10hrs x 15 weeks = 150</td>
<td>3</td>
</tr>
</tbody>
</table>

**FALL 2**

<table>
<thead>
<tr>
<th>Course number</th>
<th>Course title (online)</th>
<th>Contact hours (hrs x weeks)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>705 (TBD)</td>
<td>Healthcare Administration Delivery of athletic training services in various settings. Topics include program, personnel, information management, electronic health records, budgeting, facility management, documentation, insurance, revenue and reimbursement, risk management, governmental affairs, legal considerations, business of athletic training, and current topics.</td>
<td>3hrs x 15 wks=45</td>
<td>3</td>
</tr>
<tr>
<td>880 (TBD)</td>
<td>Capstone Clinical Education in Athletic Training Application of athletic training knowledge, skills, and clinical abilities in an off-campus capstone practice setting.</td>
<td>20hrs x 15 wks = 300</td>
<td>6 (4-8 variable, totaling 12)</td>
</tr>
</tbody>
</table>

**SPRING 2**

<table>
<thead>
<tr>
<th>Course number</th>
<th>Course title</th>
<th>Contact hours (hrs x weeks)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>805 (TBD)</td>
<td>Research in Athletic Training# Introduction to clinical research methods, outcomes research, case study development, and mechanisms for dissemination of research.</td>
<td>3hrs x 15 wks=45</td>
<td>3</td>
</tr>
<tr>
<td>881 (TBD)</td>
<td>Capstone Clinical Education in Athletic Training Application of athletic training knowledge, skills, and clinical abilities in an off-campus capstone practice setting.</td>
<td>20hrs x 15wks = 300</td>
<td>6 (4-8 variable, totaling 12)</td>
</tr>
</tbody>
</table>

*IPE - Courses that currently are, or have the potential to be delivered in an Interprofessional Education format (at least one other profession is included, students learn about, from and with each other, and competencies specific to interprofessional practice are learned)*

#The Research Methods in Athletic Training will be taken once, in either fall or spring, depending on which semester contains the larger capstone clinical education placement.

^Credit number in Summer 2 is higher than Fall 2 and Spring 2 because clinical placement options are somewhat limited in the summer term. This allows for Fall and/or Spring Capstone Clinical Experiences to occur outside of Milwaukee/Wisconsin if desirable.

Didactic courses: 15 contact hours = 1 credit  
Clinical education courses: 50 contact hours = 1 credit  
New courses are given a generic number. Existing courses listed by course catalog number.  
**Projected Time to Degree**
This will be a 2 year program conducted on a 12 month calendar. Students will matriculate at the start of the summer term, and take courses for the following Fall, Spring, Summer, Fall, and Spring. Graduation will occur at the end of the Spring term. Because of the tracked curriculum, students that need to retake a course will have to wait a full year before that course is offered again, thus extending their time to degree.

Program Review

UWM’s graduate program review process can be found in UWM Document 2563, 3/15/07 (UWM Administration approval, 5/11/07; editorially revised, 6/30/08) and UWM Document 2780, 4/21/11 (UWM Administration approval, 5/2/11) and at http://www.graduateschool.uwm.edu/faculty-staff/governance/graduate-program-reviews/. New programs are required to undergo a full review at five years by the UWM Graduate Faculty Committee that will assess overall program quality.

The program will undergo continued evaluation with a formal annual report produced every September. This will align with the CAATE required annual report that is due in October. The evaluation plan consists of both qualitative and quantitative measurement of student learning, student outcomes, faculty and preceptor instructional performance, evaluation of clinical sites, employment success, etc.

One element of the program review is the evaluation of student placements at clinical sites that represent at least one element of a diverse population (age, gender, socioeconomic status, ethnicity). We will also review the ethnic demographics of our qualified applicants and admitted students to evaluate whether we are recruiting a pool of qualified applicants that represent the diversity found in the Athletic Training Profession and other health care professions.

Accreditation

All athletic training education programs are accredited by the Commission on the Accreditation of Athletic Training Education (CAATE). The program will comply with all standards set forth in the Standards for Accreditation of Professional Athletic Training Program. These standards are the same for all professional preparation programs, whether at the baccalaureate or graduate level. Because the BS-Athletic Training program is in good standing, we will be requesting a “substantive change” review concurrent with our scheduled comprehensive review in 2016-2017. By June of 2016 the program will submit the self-study documents to the CAATE, with an onsite review scheduled for fall of 2016. The MS-AT program must be fully accredited and in good standing prior to the graduation of the first cohort of students, planned for May of 2018. The CAATE will conduct a comprehensive review of the program every 10 years.

Institutional Commitment (See attached Letter of Commitment from Provost Britz)

Document Approval History

Integrative Health Care & Performance Unit (IHCP)........................................ February 13, 2015
CHS Research and Graduate Programs Committee (RGPC).......................... February 20, 2015
CHS Academic Planning Committee (APC)...................................................... February 27, 2015
CHS Faculty.............................................................................................................March 6, 2015
Subcommittee on Graduate Course and Curriculum.......................................May 14, 2015
Recommendation for Action

A. The Master of Science in Athletic Training program is approved as described above.

B. The Master of Science in Athletic Training Program is effective Semester III, 2015-2016, following appropriate administrative approval.
References


