

# NEW GRADUATE DEGREE OR GRADUATE CERTIFICATE FORM D

**UNIT PREPARES IN QUADRUPLICATE**  
Route as indicated below under approvals. Return to the Registrar's Office once all signatures have been obtained.

Date: August 12, 2019

Sara Nottingham

(Name of individual initiating Graduate Degree or Graduate Certificate)

Associate Professor/Program Coordinator; 505-277-1610

(Title, position, telephone number)

nottingham@unm.edu

(Email address)

Department of Health, Exercise, and Sports Sciences

(Department/Division/Program)

**\*Allow up to one year for the process to be completed for a certificate, and 18 months for a degree.**

Note: Proposals for new graduate degrees or graduate certificates need to follow an approved format. Please call the Office of Graduate Studies and ask for an outline. Revisions of graduate degrees and some new certificates also may need state approval, depending on the extent of changes proposed. Please consult the Office of the Provost for advice prior to initiating this form.

Attach the following required documents:

1. Executive Summary.
2. Program Proposal (in the approved format).
3. Catalog Description (to include program curriculum).
4. Graduate Program Projected Costs (only for new degrees).
5. Library Impact Statement.

Does this new degree affect any existing program? Yes ☒ No ☐ If yes, attach statement. **See Proposal and Form C**

Proposed date to admit new students: Term Summer Year 2022

## Required Signatures:

Department Chair <u>Christa Serry</u>	Date <u>8-23-19</u>
College Curricula Committee <u>John C. Bann</u>	Date <u>9/17/19</u>
College or School Dean <u>Heather Rife</u>	Date <u>9/30/19</u>
Dean of Library Services <u>Rita Chum</u>	Date <u>10/8/19</u>
Office of the Registrar—Catalog <u>Mike</u>	Date <u>10.8.19</u>
FS Graduate Committee <u>Nikki Jernigan</u>	Date <u>12.5.19</u>
Dean of Graduate Studies <u>Julie Connors</u>	Date <u>12/5/19</u>
FS Curricula Committee <u>D. Christine Delucas</u>	Date <u>12/24/19</u>
Office of the Provost <u>P. Z.</u>	Date <u>2/13/19</u>
Faculty Senate _____	Date _____
Board of Regents _____	Date _____

## Additional Approvals for Degrees:

Board of Regents _____	Date _____
Council of Graduate Deans _____	Date _____
Academic Council of Higher Education _____	Date _____
Higher Education Department _____	Date _____
State Board of Finance _____	Date _____

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For Registrar's Office ONLY:

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## Master of Science in Athletic Training New Graduate Degree Executive Summary

### Program Overview

The Department of Health, Exercise, and Sports Sciences in the UNM College of Education plans to propose a new Master of Science in Athletic Training (MSAT) degree program to start during the Summer of 2022. This program will consist of two graduation options, including a 60-credit coursework-only option (Plan III) and a 66-credit thesis option (Plan I). The curriculum will consist of didactic and clinical education delivered in both online and traditional formats over the course of two years, including summer sessions.

### Background & Rationale

Athletic Trainers are healthcare professionals who provide services including injury and illness prevention, wellness promotion and education, emergent care, examination and clinical diagnosis, therapeutic intervention, and rehabilitation of injuries and medical conditions (<https://www.nata.org/about/athletic-training>). In order to become a Certified Athletic Trainer, an individual must graduate from an accredited Athletic Training education program and pass the Board of Certification exam (<http://www.bocalc.org/candidates#steps-to-become-certified>).

Athletic Training Education Programs are accredited by the Commission on Accreditation of Athletic Training Education (CAATE) ([www.caate.net](http://www.caate.net)). UNM has had an undergraduate athletic training education program since 1969, and the program was awarded a 10-year CAATE re-accreditation in 2018. In May 2015, the athletic training Strategic Alliance<sup>1</sup> determined that entry-level athletic training education programs can no longer accept students into undergraduate programs after Fall 2022. At that time, programs will be *required* to move to the master's level in order to effectively prepare athletic trainers to meet the needs of the changing healthcare landscape.<sup>2</sup> Thus, in order to meet accreditation requirements and continue to offer an accredited athletic training program at UNM, we are proposing a new graduate degree program to start in Summer 2022. This program would replace the current Bachelor of Science degree in Athletic Training (BSAT), with the last undergraduate cohort graduating in Spring 2023.

### Budget & Resources

The existing undergraduate program consists of 4 full-time faculty members, including 1 tenured Associate Professor, 1 tenure-track Assistant Professor, 1 Principal Lecturer III, and 1 Lecturer III, along with 1-2 Graduate/Teaching Assistants. Because the new MSAT program would replace the existing BSAT program, the current program faculty would move to the graduate program. Likewise, existing classrooms, laboratory space, and capital equipment dedicated to the undergraduate program would be utilized in the graduate program. We anticipate that some additional resources and space would be needed to deliver curricular content and meet accreditation standards, including supplies, a student records management system, and resources for interprofessional collaboration and assessment of clinical skills. These additional expenses will be covered by a tuition differential.

1. The *Strategic Alliance* consists of the Board of Certification, Commission on Accreditation of Athletic Training Education, National Athletic Trainers' Association, National Athletic Trainers' Association Research & Education Foundation
2. Athletic Training Strategic Alliance. Strategic Alliance Degree Statement. May 20, 2015. <https://atstrategicalliance.org/strategic-alliance-degree-statement>

## **Student Pipeline & Workforce Needs**

The Bureau of Labor Statistics reported in 2016 that the need for Athletic Trainers nationwide is expected to increase 22.8% by the year 2026.<sup>3</sup> This projected employment growth is three times faster than the average growth of all occupations. This increased need for Athletic Trainers is attributed to an aging and increasingly active population and a healthcare landscape that is increasingly focused on prevention and wellness. The New Mexico Department of Health has also called for a broader distribution of healthcare providers across the state, particularly primary care providers.<sup>4</sup> As direct access healthcare professionals, athletic trainers can help fill this need of primary care providers within the state of New Mexico ([www.atyourownrisk.org](http://www.atyourownrisk.org)).

There are currently no graduate athletic training programs in the state of New Mexico and only 10 graduate programs in the Western Interstate Commission for Higher Education (WICHE). Additionally, there are currently no graduate athletic training programs within a 300-mile radius of Albuquerque. Thus, if a student wants to pursue a career in athletic training after 2022, there are currently no options in the state and limited options in the western US. In order to meet the needs of New Mexico, including individuals who are seeking a career in athletic training and patients needing care across the state, we believe it is important to establish a graduate athletic training program at UNM.

UNM's current undergraduate athletic training program has excellent student outcomes. We graduate 10-12 students per year, and have a 90% pass rate on the Board of Certification exam. Since the undergraduate program will no longer be a viable option to pursue a career in athletic training, these students will need to enter the graduate program instead. Due to this elevation of the degree, we anticipate having a larger pool of applicants, similar enrollment numbers, and higher retention levels at the graduate level. Students will be recruited from across the state and region, and, may come from any institution and degree program as long as prerequisite requirements are met. There are also specific undergraduate programs that will prepare students to enter the MSAT program. For example, the undergraduate Exercise Science program in the Department of Health, Exercise, and Sports Sciences requires 100% of the prerequisite courses needed for the MSAT program, making this the MSAT program an excellent option for continuing graduate studies within the department. Therefore, we anticipate that with targeted recruitment across the region, state, and within UNM we will maintain the enrollment numbers needed to have a high quality, graduate program.

## **Timeline**

Upon approval of the preliminary proposal, we plan to submit the full proposal in August 2019, seek CAATE accreditation in Fall 2021, and admit the first cohort to start in the Summer of 2022.

3. Bureau of Labor Statistics. You don't need to walk it off: occupations that help to diagnose and treat sports injuries. August 2018: Volume 7, Issue 12. <https://www.nata.org/sites/default/files/bls-beyond-the-numbers-sports-injuries.pdf>
4. New Mexico Department of Health. The State of Health in New Mexico 2018. April 2018. <https://nmhealth.org/publication/view/report/4442/>

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## NEW GRADUATE PROGRAM APPLICATION

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### A. General Information

**Institution:** University of New Mexico

**Name and Title of Contact Person:** Sara Nottingham, Associate Professor & Program Coordinator

**Email of Contact Person:** nottingham@unm.edu

**Name of Proposed Program:** Master of Science Athletic Training

**Name of Sponsoring Department, School, and/or College:** Department of Health, Exercise, and Sports Sciences, College of Education

**Level of Proposed Program** (*master's or doctoral degree*): Master's degree

**Estimated Time to Complete Proposed Program:** 2 years

**Campuses to offer this degree program:** UNM Main

**All Program Format(s)** (*standard, distance education, evening, weekend and/or other*): Standard

**Anticipated Start Date:** July 2022

**Proposed CIP code:** We will use the existing CIP code 131314 (Physical Education Teaching and Coaching) and will be proposing a new subject code of ATED (Athletic Training Education).

### B. Program Curriculum

**Program Description** (*as listed in catalog*)

Athletic trainers (ATs) are nationally certified and state licensed health care professionals who provide patient care under the direction of or in collaboration with a physician. As a part of the health care team, services provided by ATs include injury and illness prevention, wellness promotion and education, emergent care, examination and clinical diagnosis, therapeutic intervention, and rehabilitation of injuries and medical conditions. Athletic trainers work in a variety of clinical settings, including athletics across the lifespan, clinics, hospitals, industrial workplaces, performing arts, military, and public safety settings. Athletic training programs are nationally accredited by the Commission on Accreditation of Athletic Training Education (CAATE). After successfully completing a CAATE-accredited athletic training program, graduates are eligible to sit for the Board of Certification exam and apply for state licensure.



UNM offers a Master of Science in Athletic Training degree, which includes a 2-year program of study with two degree completion options (coursework only or thesis). The mission of the University of New Mexico Athletic Training Program is to develop competent professionals who provide evidence-based, patient-centered care to a variety of patient populations. Program goals include:

1. Prepare students to successfully pass the Board of Certification (BOC) examination.
2. Develop reflective practitioners who engage in life-long learning.
3. Foster student engagement in the profession and community.
4. Develop competent healthcare professionals who integrate evidence-based decision-making into their patient care.
5. Prepare students to work in a variety of clinical practice settings with diverse patients across the lifespan.

The Master of Science in Athletic Training Program is accredited by the Commission on Accreditation of Athletic Training Education. Additional details on the accreditation agency and status of program accreditation can be found at [www.caate.net](http://www.caate.net).

### **Program Curriculum** *(as listed in catalog)*

The catalog description can be found in Appendix 1.

Prospective applicants must have:

- Bachelor's degree
- $\geq 3.0$  GPA on the last 60 graded core courses taken
- Grade of "C" or better in all prerequisite courses, completed within the past 10 years
- See program website for additional application requirements

### **Prerequisite Coursework**

<b>Required Prerequisite Course (1 semester each)</b>	<b>UNM Equivalent Course</b>
Biology	BIOL 1140/1140L: Biology for Health Sciences & Lab
Chemistry	CHEM 1215/1215L: General Chemistry I for STEM Majors & Lab
Statistics	MATH 1350: Introduction to Statistics
Physics	PHYS 1115 or 1230: Survey of Physics or Algebra-Based Physics I
Human Nutrition	NUTR 2110: Human Nutrition
Psychology	PSYC 1110: Introduction to Psychology
Human Anatomy & Physiology with Lab (two semesters required)	BIOL 2210/2210L: Human Anatomy & Physiology I
	BIOL 2225/2225L: Human Anatomy & Physiology II
Biomechanics or Kinesiology	PRPE 2165: Kinesiology
Exercise Physiology with Lab	PEP 326L: Fundamentals of Exercise Physiology

\*If anatomy/physiology are completed separately, a minimum of 1 semester of anatomy with lab and 1 semester of physiology with lab are required to meet these prerequisites.

### **Professional Curriculum**

The Master of Science in Athletic Training Program includes two completion options.

- Plan I: Thesis (66 credit hours)
- Plan III: Coursework Only (60 credit hours)

The Athletic Training Graduate Program offers a 2-year plan of study which involves an intensive, full-time load taken in a designated sequence. Program completion includes didactic, laboratory, and clinical education coursework. Successful completion of the program includes at least 60 credit-hours of coursework. Students interested in completing a Thesis (Plan I) must complete an additional 6 credit hours, which may extend the time of study.

		<b>Credit Hours</b>
<b>Year 1</b>	<b>Summer</b>	
ATED 501	Principles of Evidence-Based Practice in Athletic Training	1
ATED 502	Principles of Clinical Examination	3
ATED 503	Principles of Clinical Practice	3
	<b>Subtotal</b>	<b>7</b>
	<b>Fall</b>	
ATED 510	Clinical Examination & Diagnosis of the Extremities	6
ATED 511	Therapeutic Interventions: Therapeutic Modalities	4
ATED 512	Emergency Response in Athletic Training	4
ATED 520	Clinical Education Experience I	2
	<b>Subtotal</b>	<b>16</b>
	<b>Spring</b>	
ATED 513	Research in Athletic Training	3
ATED 514	Clinical Examination & Diagnosis of the Trunk & Torso	5
ATED 521	Clinical Education Experience II	2
ATED 515	Evaluation and Management of General Medical Conditions	4
	<b>Subtotal</b>	<b>14</b>
<b>Year 2</b>	<b>Summer</b>	
ATED 601	Therapeutic Interventions: Manual Therapy Techniques	1
ATED 602	Pharmacology in Athletic Training	2
ATED 603	Behavioral Health and Wellness in Athletic Training	2
ATED 604	Advanced Concepts in Clinical Examination	1
	<b>Subtotal</b>	<b>6</b>
<b>Year 2</b>	<b>Fall</b>	
ATED 610	Athletic Training Administration	3
ATED 611	Therapeutic Interventions: Rehabilitative Exercise	5
ATED 620	Clinical Education Experience III	3
	<b>Subtotal</b>	<b>11</b>
	<b>Spring</b>	
ATED 621	Immersive Clinical Experience	6
	<b>Program Total (Plan 3 coursework only)</b>	<b>60</b>
ATED 599	Master's Thesis	6
	<b>Thesis Option (Plan 1 thesis option)</b>	<b>66</b>

**Number of Credits Required: 60-66**

### **Program Learning Outcomes**

- Students will be able to provide culturally competent, patient-centered care to a variety of patients as a member of a health care team.
- Students will be life-long learners who demonstrate ongoing quality improvement of their patient care.
- Students will be competent healthcare professionals who make evidence-based clinical decisions across the continuum of athletic training clinical practice.
- Students will exhibit professionalism and engagement in the profession and community.

**Is there a certificate embedded in the degree program? If so, list certificates and courses required.:**  
No

**If this is a master's degree, does it articulate to a doctoral degree program? If yes, to which doctoral program?:** No

### C. Assessment

Describe your institution's plan for periodic evaluation of program effectiveness. Include criteria that will be used to determine effectiveness. Max 500 words.

As a nationally accredited program, the MSAT program is required to complete comprehensive annual program evaluation to ensure we are meeting program outcomes and accreditation standards. The College of Education also requires programs to complete annual program assessment, which is evaluated by a college-level committee and associate dean.

Program assessment is centered around the program outcomes identified above and linked to accreditation standards. Each outcome is assessed in at least one didactic/laboratory and one clinical education course throughout the student's time in the program, although most outcomes are measured at least once per semester. Measurement tools include course assignments, practical and written examinations, and patient-care based documentation. Students complete a culminating immersive clinical experience the last semester (approximately 40 hours/week for 15 weeks of full-time supervised patient care) that includes documentation of a patient case. With this project, students are assessed on all program outcomes. These assessment measures are all tied to a course, which students are required to attain an  $\geq 80\%$  or higher in to pass the course and proceed through the program. Program faculty and clinical preceptors are evaluated each semester via course, preceptor, and clinical site evaluations.

Assessment of student learning outcomes continues upon and after graduation. Upon completion of the program in May, students will participate in a mixed-methods exit survey and interview evaluating how effectively the program met its goals, including course, faculty, preceptor, and clinical education effectiveness. In the fall after graduation, students complete an alumni survey and we request evaluation surveys from their employers about their preparedness for their job.

Globally, program effectiveness is also evaluated by retention, graduation, and employment placement rates, which we are required to post on our program website by the CAATE. Students take the Board of Certification (BOC) exam around graduation, and pass rates are also documented on the program website. Accreditation requires a  $\geq 70\%$  3-year aggregate, first-attempt pass rate on the BOC exam, otherwise a program is placed on probation and must develop a specific plan for improvement. For context, the 3-year aggregate national average first-time pass rate is 81%, and UNM's undergraduate program is 90%.

In sum, all program outcomes are evaluated annually at minimum, with some assessment points occurring more frequently on a semester basis. To remain in good standing with the CAATE, we are required to execute this assessment plan as described. If at any time we are not meeting our outcomes, we must identify a plan to address the deficits. The assessment plan is located in Appendix 2.

### D. Need

The proposed program must meet one or more specified needs within the state or region. Clear and convincing evidence must be provided of the reality and extent of such need. Max 500 words.

*Evidence of need might include results of employer surveys, current labor market analyses and projections, or long-term need projections prepared by a relevant professional organization. Although academic and research interests of institutional faculty may be met through implementation of the proposed program, such interests by themselves are unlikely to persuade the NMHED and/or the State Board of Finance of need for the program.*

UNM has had a successful undergraduate program since 1969. The undergraduate program graduates about 10 students per year. As of August 2019, 90% of the 2019 graduating cohort passed the BOC exam on their first attempt, and 90% of them have already become employed as an Athletic Trainer. The undergraduate program was awarded a 10-year re-accreditation by the CAATE in 2018, the longest accreditation the CAATE grants. In May 2015, the athletic training Strategic Alliance determined that entry-level athletic training education programs can no longer accept students into undergraduate programs after Fall 2022. By that time, programs will be *required* to move to the master's level in order to effectively prepare athletic trainers to meet the needs of the changing healthcare landscape. Thus, in order to meet accreditation requirements and continue to offer an accredited athletic training program at UNM, we are proposing a new graduate degree program to start in Summer 2022.

The consistent graduation, employment, and BOC exam pass rates demonstrate a need for Athletic Trainers graduating from our program. Additionally, the Bureau of Labor Statistics has predicted a 23% growth in the number of athletic training jobs between 2016-2026, a "much faster than average" increase. This increased need for Athletic Trainers is attributed to an increasingly physically active population, aging population, and the expanding job markets for athletic trainers in areas such as hospitals, clinics, military, performing arts, and other emerging settings. Considering the success of UNM's undergraduate athletic training program, we are well-positioned to continue contributing well-prepared athletic trainers into the workforce.

In addition to the increased need for athletic trainers in the workforce, the required transition to the master's degree level has led to a shift in the number and geographic location of athletic training programs across the country. Currently, there are no MSAT programs in the state of New Mexico, and no programs within 300 miles of Albuquerque. 10 MSAT programs exist within WICHE institutions, 5 which are WICHE tuition discount eligible. These WICHE-eligible MSAT programs are located in Montana, northern Utah, North Dakota, and South Dakota, a significant distance from New Mexico. Considering the scarcity of MSAT programs in New Mexico and the surrounding region, UNM's MSAT program will serve an important role for prospective athletic trainers from the state and region. Additionally, most of the students who enter our undergraduate AT program are from the Albuquerque metro area and commute from home. Given the large percent of the state's population in the close vicinity of UNM's Main campus, it is important to continue offering this career path to New Mexico residents.

If the program fills a regional workforce need, describe collaboration between your institution and regional employers in program development. Max 500 words.

As described above, there are few MSAT programs in the southwest region, the closest being Northern Arizona University and Texas Tech University. Therefore, there are few programs in the region graduating athletic trainers. Primary employers of Athletic Trainers in the state of New Mexico include UNM, NMSU, Albuquerque Public Schools, and Kirtland Air Force Base. Graduates of our undergraduate program are employed at these institutions and similar positions throughout the country.

Graduates of athletic training programs should be prepared to work in any entry-level position. However, we have designed the graduate program to especially prepare our alumni to meet the needs of employers across the state. In addition to a strong foundational curriculum in athletic training knowledge and skills, the clinical education portion of the program ensures students will be prepared to work with diverse patient populations across the lifespan. Students will be required to complete clinical rotations in high schools, colleges, and universities – matching the primary employment opportunities across the state. We also have unique clinical sites, such as Kirtland Air Force base, which allows students to gain targeted training for providing patient care to a military population alongside several other healthcare professionals. In addition to providing a unique experience to the student, we have now produced a graduate with specialized training and preparedness to be hired in the military setting. In turn, employers obtain qualified individuals for their positions.

Additionally, our program includes a 15-week immersive clinical experience where a student will provide patient care alongside a preceptor on a full-time basis. This amount of time is nearly quadruple the minimum accreditation requirement for immersive clinical education, which will facilitate transition to independent clinical practice. Knowing many of our graduates' first jobs may be in a high school or clinical setting as the only healthcare provider, this intensive clinical experience will help prepare them to enter the workforce.



Additionally, the nature of this experience will allow students to have clinical sites across the state and country, which will help further prepare them for their career goals and provide healthcare to more patients across the state.

As we continue to develop the constantly evolving clinical education portion of our program, we will involve current and potential clinical sites and preceptors to determine their needs for future employees and obtain their feedback on how we can better prepare athletic training students.

## E. Duplication

Identify where similar degree programs are offered by other public higher education institutions in New Mexico in the box below. Max 500 words.

No other New Mexico institutions of higher education offer a graduate athletic training program. The only New Mexico institution that offers an undergraduate athletic training program besides UNM is New Mexico State University.

If similar programs are offered at other public higher education institutions in New Mexico, provide a rationale for offering an additional program in the box below. Max 500 words.

NMSU's undergraduate program graduates 2-6 students per year. Our program graduates about 10 students per year, and we anticipate similar numbers at the graduate level. Thus, even if NMSU transitions to the graduate level there is still a need for our program to contribute athletic trainers to the workforce.

List any nearby non-New Mexico institutions of higher learning where the program is being planned or offered, particularly WICHE member institutions. Max 500 words.

Currently, 10 other WICHE institutions currently offer a Master's degree in Athletic Training, with 1 additional pending:

1. Boise State University
2. Eastern Washington University
3. Idaho State University
4. Montana State University (Tuition-eligible)
5. North Dakota State University (Tuition-eligible)
6. Northern Arizona University
7. South Dakota State University (Tuition-eligible)
8. University of Colorado, Colorado Springs (Pending)
9. University of Hawaii Manoa
10. University of Montana (Tuition-eligible)
11. Weber State University (Tuition-eligible)

Texas Tech University also offers a graduate athletic training degree.

**F. Enrollment and Graduation Projections:** Establish realistic enrollment, retention, and graduation targets for this program.

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>New Students</b>	10	10	12	12	12
<b>Continuing Students</b>	9	9	11	11	11
<b>Graduates</b>	9	9	11	11	11
<b>Annual Retention Rate Target (%)</b>	<b>Target 100% Graduation Rate (%)</b>		<b>Target Job Placement Rate (%)</b>		
90%	100%		100%		

## G. Institutional Readiness

Describe the faculty resources that are needed to initiate the program. Will any additional faculty be needed? Max 500 words.

Because we are transitioning the current undergraduate program to the graduate level, the four existing program faculty will transition to this program as well. No additional faculty will be needed to initiate this program.

Describe the library and other academic support resources that are needed to initiate the program. What, if any, additional resources will be needed? Max 500 words.

Existing library and academic support resources are adequate to initiate the program. No additional resources are needed.

Describe the physical facilities of the institution that will be used for the first five years of the program. Will additional space or modifications of existing space be required within the first five years of program operation? Max 500 words.

Currently, the undergraduate athletic training program has two dedicated laboratory classrooms (2000 total square feet). As long as we continue to have these two dedicated classrooms, we do not need any additional classroom space. However, existing space should be modified to include a handwashing sink to facilitate proper hygiene during hands-on laboratory activities.

Describe the institution's equipment and technological resources needed for the first five years of the program? What, if any, additional equipment will be needed? Max 500 words.

Delivering the athletic training program at the master's level includes teaching more advanced clinical skills that reflect our scope of practice, which will require additional equipment including treatment tables, simulation equipment, and additional disposable supplies. New accreditation standards facilitate the use of standardized patients and simulation to help meet clinical education standards, which we currently do not have in our undergraduate program. The graduate program will be better positioned to assess student skills with a dedicated simulation/standardized patient equipment. The cost of these items will be covered using course fees and differential tuition typical of athletic training and other healthcare professional programs.

Describe any other operating resources needed to initiate the program. Max 500 words.

The elevation of the athletic training degree, reflective of the evolving and expanding profession, will require additional operating resources. Increased program assessment and outcome reporting will require additional resources, including an electronic documentation system to manage student clinical education experiences and program assessments. Faculty are required to demonstrate contemporary expertise in specific clinical content areas, which will require additional training and travel expenses. We will be using standardized patients and simulations to help deliver the curriculum, which will require dedicated funds to pay standardized patients and gain access to simulation equipment and training.

Are there existing external facilities that will be used? Have agreements been established to ensure use of those facilities? For example, if you are offering a graduate nursing program have you established a partnership with local hospital(s) and other clinical settings? Max 500 words.

The MSAT curriculum, similar to the undergraduate program, includes clinical education affiliation agreements with about 10 clinical sites across the state and region. We will continue to have these agreements and plan to add additional clinical sites to provide more diverse clinical experiences for our students. Graduate program accreditation requirements include additional standards that emphasize interprofessional education and practice with other healthcare providers. In order to meet these requirements, we will be seeking out more clinical sites where interprofessional practice occurs (e.g. clinics, hospitals). Obtaining these partnerships should require minimal additional financial resources, which includes traveling to these clinical sites for site visits and student evaluations.

Affiliation agreements are managed by the Athletic Training Program Coordinator of Clinical Education, in collaboration with the Program Coordinator/Director, and must be reviewed and signed by the Department Chair.

## **H. Projected Budget**

Provide a clear analysis of the projected cost of the proposed program and the sources of funding that will support it for the first five years that the program will be offered. Include a discussion how any of the needed resources discussed in **Section G** will be addressed. **Section H** should be completed in collaboration with your institution's financial office.

We plan to fund additional program costs with a tuition differential of approximately \$65 per credit hour, which will produce \$46,800 of available funds per year when we have our full cohort size of 12 students. The tuition differential will cover all equipment, supplies, and operating expenses required for student clinical education experiences and course content delivery. Additional expenses such as accreditation fees and graduate assistant tuition is currently, and will continue to be, paid for out of the College of Education budget. In years 1-3 of the program we will have reduced cohort sizes and slightly reduced tuition differential revenue. During these years some expenses will be lower because they are on a per-student basis, and other expenses will be offset with college and department funds. The budget is summarized in Appendix 3 and expanded in Appendix 4.

## **Appendices**

Appendix 1: Catalog Description

Appendix 2: Assessment Plan

Appendix 3: Budget

Appendix 4: Projection and Enrollment Form

Appendix 5: Library Impact Statement

Appendix 6: Letter of Support

\_\_\_\_\_  
**Signature of Chief Academic Officer** **Date**

\_\_\_\_\_  
**Printed Name of Chief Academic Officer** **Date**

\_\_\_\_\_  
**Signature of Data (CIP) Coordinator** **Date**

\_\_\_\_\_  
**Printed Name of Data (CIP) Coordinator** **Date**

**HED use only**

**Date Presented to Advisory Committee** \_\_\_\_\_

☐ **Approved**   ☐ **Denied**   ☐ **Request more information**

\_\_\_\_\_  
**Cabinet Secretary's Signature** **Date**



From: Pamela Cheek, Assoc. Provost for Curriculum & Assessment

A handwritten signature in blue ink, appearing to read 'Pamela Cheek', is positioned above the 'To:' line.

To: Dr. Christina Perry, Chair, Dept. of Health, Education and Sport Sciences

Dr. Sara Nottingham

cc: Hector Ochoa, Dean, College of Education

Julie Coonrod, Dean, Graduate Studies

Michael Raine, Associate Registrar

Re: Master of Science in Athletic Training

Date: April 6, 2019

Academic Affairs has reviewed your description of the proposed Master of Science in Athletic Training (Form D). The urgent need for this degree and your success to date in preparing undergraduates are both evident from your initial proposal. As you develop the full proposal, please consult with Dean of Graduate Studies Julie Coonrod on using the new Higher Education Department criteria for full Form D development.

Thank you for your work on this.





**COLLEGE OF  
EDUCATION**

**OFFICE OF THE DEAN**

May 6, 2019

To: UNM and Higher Education Department Curriculum Review Committees

From: S. Hector Ochoa, Dean, College of Education, University of New Mexico

Re: Master of Science in Athletic Training Degree Proposal

I am writing in support of the Master of Science in Athletic Training new degree proposal. The Commission on Accreditation of Athletic Training Education (CAATE) is requiring all athletic training programs to transition to the Master's level by 2023. The undergraduate athletic training program at UNM is in good standing with the CAATE and received a 10-year re-accreditation in 2018. I have been working in collaboration with the Athletic Training faculty at UNM to develop the Master's proposal throughout the 2018-2019 academic year, and I support the approval of this new Master's degree program.

Sincerely,

A handwritten signature in black ink, appearing to read 'S. Hector Ochoa'.

S. Hector Ochoa

Dean, College of Education

## **Appendix 1: Catalog Description**

### **Overview**

Athletic Training Education (ATED)

Degree offered: Master of Science in Athletic Training

Athletic trainers (ATs) are nationally certified and state licensed health care professionals who provide patient care under the direction of or in collaboration with a physician. As a part of the health care team, services provided by ATs include injury and illness prevention, wellness promotion and education, emergent care, examination and clinical diagnosis, therapeutic intervention, and rehabilitation of injuries and medical conditions. Athletic trainers work in a variety of clinical settings, including athletics across the lifespan, clinics, hospitals, industrial workplaces, performing arts, military, and public safety settings. Athletic training programs are nationally accredited by the Commission on Accreditation of Athletic Training Education (CAATE). After successfully completing a CAATE-accredited athletic training program, graduates are eligible to sit for the Board of Certification exam and apply for state licensure.

UNM offers a Master of Science in Athletic Training degree, which includes a 2-year program of study with two degree completion options (coursework only or thesis). The mission of the University of New Mexico Athletic Training Program is to develop competent professionals who provide evidence-based, patient-centered care to a variety of patient populations. Program goals include:

1. Prepare students to successfully pass the Board of Certification (BOC) examination.
2. Develop reflective practitioners who engage in life-long learning.
3. Foster student engagement in the profession and community.
4. Develop competent healthcare professionals who integrate evidence-based decision-making into their patient care.
5. Prepare students to work in a variety of clinical practice settings with diverse patients across the lifespan.

The Master of Science in Athletic Training Program is accredited by the Commission on Accreditation of Athletic Training Education. Additional details on the accreditation agency and status of program accreditation can be found at [www.caate.net](http://www.caate.net).

### **Admission Requirements**

Prospective applicants must have:

- Bachelor's degree
- $\geq 3.0$  GPA on the last 60 graded courses taken
- Grade of "C" or better in all prerequisite courses, completed within the past 10 years
- See program website for additional application requirements

### Prerequisite Coursework

<b>Required Prerequisite Course (1 semester each)</b>	<b>UNM Equivalent Course</b>
Biology	BIOL 1140/1140L: Biology for Health Sciences & Lab
Chemistry	CHEM 1215/1215L: General Chemistry I for STEM Majors & Lab
Statistics	MATH 1350: Introduction to Statistics
Physics	PHYS 1115 or 1230: Survey of Physics or Algebra-Based Physics I
Human Nutrition	NUTR 2110: Human Nutrition
Psychology	PSYC 1110: Introduction to Psychology
Human Anatomy & Physiology with Lab (two semesters required)	BIOL 2210/2210L: Human Anatomy & Physiology I
	BIOL 2225/2225L: Human Anatomy & Physiology II
Biomechanics or Kinesiology	PRPE 2165: Kinesiology
Exercise Physiology with Lab	PEP 326L: Fundamentals of Exercise Physiology

\*If anatomy/physiology are completed separately, a minimum of 1 semester of anatomy with lab and 1 semester of physiology with lab are required to meet these prerequisites.

### Professional Curriculum

The Master of Science in Athletic Training Program includes two completion options.

- Plan I: Thesis (66 credit hours)
- Plan III: Coursework Only (60 credit hours)

The Athletic Training Graduate Program offers a 2-year plan of study which involves an intensive, full-time load taken in a designated sequence. Program completion includes didactic, laboratory, and clinical education coursework. Successful completion of the program includes at least 60 credit-hours of coursework. Students interested in completing a Thesis (Plan I) must complete an additional 6 credit hours, which may extend the time of study.

		<b>Credit Hours</b>
<b>Year 1</b>	<b>Summer</b>	
ATED 501	Principles of Evidence-Based Practice in Athletic Training	1
ATED 502	Principles of Clinical Examination	3
ATED 503	Principles of Clinical Practice	3
	<b>Subtotal</b>	<b>7</b>
	<b>Fall</b>	
ATED 510	Clinical Examination & Diagnosis of the Extremities	6
ATED 511	Therapeutic Interventions: Therapeutic Modalities	4
ATED 512	Emergency Response in Athletic Training	4
ATED 520	Clinical Education Experience I	2
	<b>Subtotal</b>	<b>16</b>

	<b>Spring</b>	
ATED 513	Research in Athletic Training	3
ATED 514	Clinical Examination & Diagnosis of the Trunk & Torso	5
ATED 521	Clinical Education Experience II	2
ATED 515	Evaluation and Management of General Medical Conditions	4
	<b>Subtotal</b>	<b>14</b>
<b>Year 2</b>	<b>Summer</b>	
ATED 601	Therapeutic Interventions: Manual Therapy Techniques	1
ATED 602	Pharmacology in Athletic Training	2
ATED 603	Behavioral Health and Wellness in Athletic Training	2
ATED 604	Advanced Concepts in Clinical Examination	1
	<b>Subtotal</b>	<b>6</b>
<b>Year 2</b>	<b>Fall</b>	
ATED 610	Athletic Training Administration	3
ATED 611	Therapeutic Interventions: Rehabilitative Exercise	5
ATED 620	Clinical Education Experience III	3
	<b>Subtotal</b>	<b>11</b>
	<b>Spring</b>	
ATED 621	Immersive Clinical Experience	6
	<b>Program Total (Plan 3 coursework only)</b>	<b>60</b>
ATED 599	Master's Thesis	6
	<b>Thesis Option (Plan 1 thesis option)</b>	<b>66</b>

<b>MSAT Program Assessment Plan</b>					
<b>Program Outcome</b>	<b>Program Objective</b>	<b>Associated CAATE Standards</b>	<b>Courses Taught/Evaluated</b>	<b>Course-Based Key Assignment (tentative, discuss with course instructors)</b>	<b>Comprehensive Patient Outcomes Project (620)</b>
Students will be able to provide culturally competent, patient-centered care to a variety of patients as a member of a health care team.	Practice in collaboration with other healthcare professionals.	59, 61, 90	503, 610, 520, 521, 620, 621	Knowledge assessment of healthcare teams, roles, responsibilities (503)	Documentation/reflection of interaction with other healthcare professionals throughout patient case
	Provide patient-centered healthcare to diverse populations.	56-60, 69	501, 513, 603, 610, 520, 521, 620, 621	ICF model assignment (513)	Application of ICF model and PROs to patient case
Students will be life-long learners who demonstrate ongoing quality improvement of their patient care.	Reflect and improve upon their knowledge and professional behaviors.	62, 63, 67	501, 513, 610, 520, 521, 620, 621	Professional development plan (610)	Identification of continuing education strategies/resources that were/could be accessed to improve patient care of case
	Implement quality improvement strategies in their clinical practice.	63, 64	513, 610, 520, 521, 620, 621	QI assignment/project (610)	Reflection on implications for future practice
Students will be competent healthcare professionals who make evidence-based clinical decisions across the continuum of athletic training clinical practice.	Effectively access, synthesize, and apply evidence to patient care including the assessment of patient-oriented outcomes.	62, 69-94	502, 503, 510, 511, 512, 520, 514, 521, 515, 601, 602, 603, 604, 610, 611, 620, 621	Critically appraised topic (513)	Documentation of evidence applied throughout patient case, documentation of PROs
	Demonstrate competence in the knowledge, skills, and abilities required for athletic training clinical practice.	54, 55, 64, 69-94	502, 503, 510, 511, 512, 520, 514, 521, 515, 601, 602, 603, 604, 610, 611, 620, 621	Final practical examination scores for each course, 1 large standardized patient assessment each year?	Demonstration of competent evidence-based patient care via medical documentation in project
Students will exhibit professionalism and engagement in the profession and community.	Demonstrate professional and ethical behaviors such as respect, honesty, and integrity.	65-66	503, 610, 520, 521, 620, 621	Medical ethics assignment (503)	Demonstration of patient care via medical documentation in project, supplemented with preceptor evaluation of student's project
	Advocate for and serve others, such as the profession, patients, and community.	56-59, 68	503, 610, 520, 521, 620, 621	Professional advocacy assignment (610), participation in professional conference or activity	Demonstration of patient advocacy via patient case, supplemented with preceptor evaluation of student's project
Students will successfully graduate from the athletic training program and obtain employment soon after graduation	90% of students will continue their studies in the program from year 1 to year 2	5	N/A		
	≥90% of students will graduate from the athletic training program within 2 years of starting the program	5	N/A		
	≥90% of students will pass the Board of Certification Examination on the first attempt	6	N/A		
	≥90% of students will obtain employment within 6 months of graduating from the program	5	N/A		



### Appendix 3: Budget

#### Tuition & Fees

The specialized accreditation of this program will require additional expenses. We plan to cover these costs with a tuition differential of \$65 per credit. With cohort sizes of 12 students, a \$65 per credit tuition differential will provide \$46,800 per year of operating funds for the program. Upon UNM approval of the program proposal we will submit the application for a tuition differential, per the Provost's office instructions.

#### Budget Summary

	Details	Annual Expenses	Revenue source
Accreditation expenses	Annual accreditation fee, Accreditation-specific travel	\$8500-\$14,500	COE Accreditation budget
Personnel*	Program administrator summer stipends, Graduate assistant tuition & stipend (.25 FTE)	\$20,667	Tuition Differential (\$12,000) and COE Dean Budget (\$8,667)
Equipment & Supplies	Electronic documentation system, CPR certification, clinical education attire, lab equipment and supplies	\$19,400	Tuition Differential
Other Operations	Background checks, liability insurance, clinical education travel, standardized patient and simulation access	\$4,800	Tuition Differential
Travel, Dues, & Memberships	Student and faculty professional travel, faculty dues & memberships	\$10,600	Tuition Differential

\*Excludes faculty salaries. The 6 year projection form (Appendix 4) includes expanded budget and revenue data required for HED approval.

**Appendix 4. Projection and Enrollment Form****Institution: University of New Mexico****Proposed Program: Master of Science in Athletic Training****Projected Graduate Program Cost Estimates and Resources**

ESTIMATED REVENUES	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Projected University I&G or Tuition	377,048	24,050	371,000	39,000	377,887	43,810	387,039	46,800	398,515	46,800	410,336	46,800
External Grants and Contracts	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0						
TOTAL REVENUE	87,020		85,420		86,300		87,300		87,300		87,300	
ESTIMATED EXPENSES	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Salaries and/or benefits (Faculty & Staff)	354,748	3,330	362,500	6,080	369,387	10,010	378,539	12,000	390,015	12,000	401,836	12,000
Learning Resources		6,630		8,280		8,610		9,060		9,060		9,060
Equipment		10,340		10,340		10,340		10,340		10,340		10,340
Facilities & modifications												
Other	22,300	3,750	8,500	14,300	8,500	14,850	8,500	15,400	8,500	15,400	8,500	15,400
TOTAL EXPENSES	401,098		410,000		421,697		433,839		445,315		457,136	
DIFFERENCE (Rev.-Exp.)	0		0		0		0		0		0	
ESTIMATED IMPACT OF NEW PROGRAM	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
FTE Enrollment	10		20		22		24		24		24	
Projected Annual Credits Generated	370		600		674		720		720		720	
Tuition Generated	168,556		275,587		309,298		330,704		330,704		330,704	

## **Appendix 5: Library Impact Statement**

This proposal was approved by the Dean of Library Services on October 8<sup>th</sup>, 2019 (see signature on Form D).

## **Appendix 6: Letter of Support**

A letter of support will be obtained from New Mexico State University after UNM Faculty Senate approval and prior to HED approval. This page will be replaced with the letter at that time.

**UNM Master of Science in Athletic Training**  
**New Graduate Degree Proposal**  
**Clarification on Assignment of Credit Hours**

When developing the MSAT curriculum, we assigned course credit hours based on University and federal policy guidelines that state 1 credit hour is equivalent to 50 minutes of direct instruction and 2 hours of out-of-class student work per week.

Additionally, the athletic training curriculum was developed to ensure we could meet all educational standards mandated by the CAATE, which specifies which curricular content must be included in the program. The variable course credits found in the curriculum reflect the depth and breadth of the content included in each course. For example, there is less curricular content on pharmacology and manual therapy in our curriculum compared to emergency response, therefore these courses are assigned fewer credit hours (e.g. ATED 601 (1 cr.), ATED 602 (2 cr.) compared to emergency response (ATED 512 = 4 cr.).

Examples of course credit and contact hours are provided below:

- ATED 501, 1 credit, summer session = 16 hours of direct instruction time over 4 weeks = Course will meet 2x/week for 2 hours during the 4-week summer session.
- ATED 503, 3 credits, summer session = 48 hours of direct instruction time over 4 weeks = Course will meet 4x/week for 3 hours for 4 weeks during the 4-week summer session.
- ATED 611, 5 credits, fall semester = 80 hours of direct instruction time over 16 weeks = Course will meet 2x/week for 2.5 hours for 16 weeks during the fall semester.

Clinical Education Experiences are field experience courses that are calculated differently. These courses do not include classroom instruction and credit is obtained by completing clinical experiences under the supervision of a preceptor at an approved clinical site, much like an internship or practicum course. CAATE standards require students to have a progression of increasing clinical experiences over a 2-year period, including an immersive (full-time) clinical experience. Students have a lower clinical load when academic obligations are higher, and vice-versa. Thus, our clinical experience courses are calculated as:

- ATED 520 and 521 = 2 credits each during fall and spring semesters. Students complete a total of about 200 hours over 16 weeks (~13 hours/week)
- ATED 620 = 3 credits during the fall semester. Students complete a total of about 300 hours over 16 weeks (~19 hours/week)
- ATED 621 (Immersive clinical experience) = 6 credits during the spring semester. Students complete a total of about 600 hours over 16 weeks (~40 hours/week)



**UNM Master of Science in Athletic Training**  
**New Graduate Degree Proposal**  
**Clarification on athlete/patient terminology**

According to the National Athletic Trainers' Association, Athletic Trainers are "Health care professionals who render service or treatment, under the direction of or in collaboration with a physician, in accordance with their education and training and the state's statutes, rules, and regulations. As a part of the health care team, services provided by athletic trainers include primary care, injury and illness prevention, wellness promotion and education, emergent care, examination and clinical diagnosis, therapeutic intervention, and rehabilitation of injuries and medical conditions."

- This definition can be found at: <https://www.nata.org/about/athletic-training/athletic-training-glossary>
- Information about athletic trainers directed towards the public can be found at: <https://www.atyourownrisk.org/>

The New Mexico Administrative Code includes the occupational and professional licensing of athletic trainers, found here:

<http://www.rld.state.nm.us/uploads/files/BCD/Athletic%20Trainer%20Practice%20Board%20Rule%20Book%20website.pdf>

- Within this document, the scope of practice is defined as: "The practice of athletic training includes preventive services, emergency care, clinical assessment, therapeutic intervention and rehabilitation of injuries and medical conditions of athletes. Athletic trainers act as allied medical providers through collaboration with licensed physicians, pursuant to the written prescription, standing order or protocol of a licensed physician."
- The term "athlete" is defined in this document as "a person trained to participate in exercise requiring physical agility and stamina"
- Additionally, the scope of practice is clarified as: "In the absence of specific direction in the act or these regulations as to standards of practice, the standards of practice established by the National Athletic Trainers Association and the New Mexico Athletic Trainers Association shall serve as guidelines.... The current Competencies in Athletic Training issued by the NATA or its successor organization are adopted as establishing the standard of practice and the authorized use of exercise and physical modalities by persons licensed under these regulations."

As of 2018, Athletic Training competencies are now housed under the Curricular Content section of the Commission on Accreditation of Athletic Training Education (CAATE) Standards for Accreditation of Professional Athletic Training Programs, instead of the National Athletic Trainers' Association: <https://caate.net/wp->

[content/uploads/2018/09/2020-Standards-for-Professional-Programs-copyedited-clean.pdf](#)

- Since the CAATE is considered the “successor organization” of the NATA in regards to the housing of educational competencies, this document describes the athletic training standard of practice. Within this document, the term “patient” or “client” is used to describe our clinical practice and the individuals we treat. The term “patient” is stated 80 times in this document, whereas the term “athlete” is never stated. Therefore, it is appropriate and expected for professional athletic training programs to use the term “patient” throughout the curriculum and to describe the population we treat.
- Additionally, the educational standards require athletic training programs to “include clinical practice opportunities with varied patient/client populations... including throughout the lifespan... of varying levels of activity and athletic ability... [and] who participate in nonsport activities (for example, participants in military, industrial, occupational, leisure activities, performing arts.)” – CAATE Standard 17
- The New Mexico Administrative Code broadly defines athlete as “a person trained to participate in exercise requiring physical agility and stamina.” The patient populations identified by the CAATE standards (e.g. occupational activities, military, performing arts) include persons participating in exercise requiring physical agility and stamina, therefore the scope of practice as defined by the CAATE and New Mexico Administrative Code are in alignment.