UNIVERSITY OF GEORGIA

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University Council

January 17, 2020

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Dear Colleagues:

The attached proposal from the College of Education for a new major in Athletic Training (M.S.A.T.) will be an agenda item for the January 24, 2020, Full University Curriculum Committee meeting.

Sincerely,

John Maerz, Chair
University Curriculum Committee

cc: Provost S. Jack Hu
Dr. Rahul Shrivastav

USG ACADEMIC PROGRAM PROPOSAL
(Effective 2/22/18)

Institution: University of Georgia

Date Completed at the Institution: January 14, 2020

Name of Proposed Program/Inscription: Athletic Training (M.S.A.T., M.S.A.T. Non-Thesis)

Degree: Master of Science in Athletic Training (M.S.A.T.)

Major: Athletic Training

CIP Code: 51091301

School/Division/College: College of Education

Department: Kinesiology

Anticipated Implementation Date: Summer 2021

Requesting Differential Tuition Rate ___X **Yes[1]**———**No**

Delivery Mode (Check all that apply):

On-campus, face-to-face only	X
Off-campus location, face-to-face only (specify the location):	
Online Only *If this program will be offered online, within two weeks after Board approval, the USG institution must upload requisite information into Georgia ONmyLINE using the institutional PDA account. See Appendix II for the specific questions involved for Georgia ONmyLINE.*	
Combination of on-campus and online (specify whether 50% or more is offered online for SACSCOC)	
Combination of off-campus and online (specify whether 50% or more is offered online for SACSCOC)	
Hybrid, combination delivery, but less than 50% of the total program is online based on SACSCOC	
Contractual Location (specify the location and timeframe/start and end dates):	

[1] All documents and forms requesting a differential tuition rate must be submitted to the Office of Fiscal Affairs prior to Academic Affairs Review of the Degree Proposal.

1) **Forecast:** If this program was not listed on one of the past two-year academic forecasts, provide an explanation concerning why it was not forecasted, but is submitted at this time.

   This proposal was not included in the University of Georgia's Academic Forecast because it had not been submitted through the faculty governance process.

2) **Academic Framework:** Within the context of strategic planning of all resources and divisions within short-term and long-term perspectives, provide a narrative that explains campus leadership review and attention to newly institutionally approved programs within the last four years, low-producing programs, and post-approval enrollment analyses prior to approving the proposed program for submission to the system office.

   The Office of Instruction reviews newly institutionally approved programs, low-producing programs, and post-approval enrollment to monitor and assess future viability of all programs.

3) **Rationale:** Provide the rationale for proposing the new academic program. *(In other words, does the state need the program; should your institution offer the program; and can your institution develop and implement the program.)*

   Currently, the University of Georgia offers a Bachelor of Science in Education (B.S.Ed.) in Athletic Training. This program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE) Programs. In 2015, the Athletic Training Strategic Alliance put forth a mandate for all initial preparation Athletic Training Programs to be transitioned to a graduate-level degree by the year 2022. For athletic trainers to practice in the state of Georgia and throughout the country, they must be certified by the Board of Certification (BOC) for Athletic Training and appropriately state credentialed.

   Only students graduating from a CAATE Accredited Athletic Training Program are eligible to take the BOC examination. Therefore, students graduating from the Athletic Training (B.S.Ed.) program at the University of Georgia (UGA) will no longer be eligible to practice as athletic trainers if admitted to the program after 2022. Because of this mandate, the University of Georgia, the UGA College of Education, and the Department of Kinesiology are proposing this new Master of Science in Athletic Training (M.S.A.T.) degree program to meet the requirements set forth by our accrediting body so that the department can continue to provide a top-tier education for students planning to become athletic trainers. The proposed M.S.A.T. program will replace the B.S.Ed. in Athletic Training, which will be terminated once the M.S.A.T. program is approved and all current B.S.Ed. students have graduated.

4) **Mission Fit and Disciplinary Trends:** Description of the program's fit with the institutional mission and nationally accepted trends in the discipline (explain in narrative form). If the program is outside the scope of the institutional mission and sector, provide the compelling rationale for submission.

The University of Georgia is a comprehensive land-grant and sea-grant institution that currently offers baccalaureate, master's, doctoral, and professional degrees in the areas of biological sciences, physical sciences, education, public health, social work, pharmacy, and athletic training. The University of Georgia 2020 Strategic Plan states that "UGA is poised to address Georgia's most daunting issues: economic development and job creation, public health, and obesity." As an allied healthcare program, the Athletic Training program is poised to prepare students to address public health needs. Athletic Trainers are "highly qualified, multi-skilled health care professionals who collaborate with physicians to provide preventative services, emergency care, clinical diagnosis, therapeutic intervention, and rehabilitation of injuries and medical conditions" (National Athletic Trainers' Association, https://www.nata.org/about/athletic-training). This proposed Master of Science in Athletic Training (M.S.A.T.) program will prepare students to practice in this specialized health care profession, ultimately increasing the state's access to athletic trainers. Graduates will provide much needed health care coverage in settings such as the military, elementary and secondary schools, colleges/universities, medical facilities, parks and recreation departments, industrial settings, municipal services, and other community activities.

Additionally, Athletic Trainers (ATs) will be able to work with other healthcare professionals to improve public health. This proposed program will also support UGA's commitment to community service learning in order to "develop collaborative problem solvers, entrepreneurs, and leaders in the state and region." Students within the M.S.A.T. program will complete multiple clinical education experiences within the community. These experiences will also allow students to complete educational requirements in future employment settings.

Nationally, a mandate was passed by the Athletic Training Strategic Alliance in 2015 to require the initial professional education of ATs to be situated at the graduate level. Therefore, the move from the bachelor's to the master's degree is a national requirement. For UGA to continue to offer a viable AT degree, as we have since 2001, the degree must be at the master's level. This mandate was made after a 2.5-year examination of the professional education of ATs and the overall profession. Following this examination, it was determined by the Strategic Alliance that "the AT's role and scope of practice continues to evolve in response to the dynamic nature of health care. As a result, ATs are considered by physicians to be integral members of the interprofessional health care team. A critical link to acceptance in the broader health care arena is the AT's level of professional preparation. This decision to shift the degree level is essential to ensuring our future ability to meet the expectations of the health care team, to continuing to improve patient outcomes, and to keeping our profession sustainable for generations to come" (Strategic Alliance, 2015).

Because UGA currently offers an athletic training degree at the undergraduate level, which will no longer be a viable option for professional practice after 2022, it is in the best interest of the residents of the state of Georgia to allow the program to move to the master's level to

continue to meet the demand for such professionals in our state. This degree will allow UGA to continue to provide the region, state, and nation with high quality ATs.

5) **Description and Objectives:** Program description and objectives (explain in narrative form).

The University of Georgia Athletic Training Program aspires to be the national leader in athletic training education, recognized as a standard of excellence in preparing athletic training students to be highly skilled and confident healthcare practitioners. During this program, students will learn foundational knowledge in athletic training, as well as advanced knowledge in skills in the areas of prevention, evaluation, acute and emergent care, clinical diagnosis, treatment, rehabilitation, advocacy, evidence-based medicine, health promotion, community wellness, and healthcare administration. Students will have opportunities to complete clinical education experiences within a variety of locations, including, but not limited to, secondary schools, colleges and universities, rehabilitation clinics, physician and medical facilities, the military, and the performing arts. Additionally, students will have opportunities for interprofessional education with healthcare students in medicine, nursing, and allied health.

The Master of Science in Athletic Training program will be a six-semester program over a 24- month period of time. This is a non-thesis program; however, completion of a thesis will be an option. The program will be based upon the Practice Analysis 7, the Athletic Training Education Competencies, 5th Edition, and the 2020 Commission on Accreditation of Athletic Training Education Standards.

The mission of the M.S.A.T. program is to:

- Develop compassionate and passionate athletic trainers who embrace the highest standards of ethical and contemporary patient-centered care in a collaborative and inclusive healthcare community.
- Provide a rigorous, cutting-edge didactic education to develop knowledgeable graduates who are confident, independent problem solvers and critical thinkers.
- Provide a wide variety of applied clinical education opportunities that allow students to become highly skilled and adaptable athletic trainers in local, state, regional, national, and international comprehensive healthcare environments.
- Prepare students to be scholarly lifelong learners to sustain clinical practice in dynamic healthcare environments.
- Achieve excellence through continuous review and refinement of the program by hiring and retaining expert faculty while utilizing modern healthcare facilities to exceed the expectations of our students, alumni, employers, and other program stakeholders.

Athletic Training Program Goals:

Goal 1: The program will provide students with comprehensive didactic and diverse clinical education learning environments to develop the cognitive, psychomotor, and affective skills to practice as athletic trainers in a variety of healthcare environments.

Goal 2: The program will provide opportunities for students to develop skills in a variety of clinical education settings that will allow them to practice collaboratively as members of an interprofessional healthcare team while providing patient-centered care in diverse settings.

Goal 3: The program will allow students to develop and demonstrate effective professional communication skills.

Goal 4: The program will emulate and enact the highest ethical, moral, and legal standards within healthcare.

Goal 5: The program will provide opportunities for students to become professionally engaged healthcare providers at the local, state, regional, national, and international levels.

Goal 6: The program will provide students with the knowledge and skills to critically evaluate the literature to guide life-long clinical practice and solve complex problems.

Goal 7: The program will continually seek opportunities to augment the state-of-the-art equipment and facilities at the institution; to hire, retain, and support faculty with contemporary clinical knowledge and expertise; to recruit students with exceptional potential to advance the profession; and develop and continue to foster collaborative relationships with local, state, regional, national, and international partners and employers.

6) **Need:** Description of the justification of need for the program. (Explain in narrative form why the program is required to expand academic offerings at the institution, the data to provide graduates for the workforce, and/or the data in response to specific agency and/or corporation requests in the local or regional area, and/or needs of regional employers.) (A list of resources, not exhaustive, is available on the public web link along with the proposal form at: http://www.usg.edu/academic_programs/new_programs)

ATs are highly skilled medical professionals who work closely with physicians and other medical professionals. Currently, ATs must graduate from a nationally accredited bachelor's or master's program and then must pass a national accrediting examination to be considered certified athletic trainers. This practice will change by 2022, when only candidates completing an initial preparation program at the graduate level will be recognized. Athletic Training is recognized by the American Medical Association, Health Resources Services Administration, and the Department of Health and Human Services as an allied health care profession. ATs are qualified to apply for a National Provider Identifier (NPI) and function as mid-level health care professionals. The taxonomy code for athletic trainers is 2255A2300X, allowing for health insurance billing of services rendered (http://www.nata.org/about/athletic-training/education-overview.; http://caate.net/professional-faqs-post-professional-faqs/).

In Georgia, the AT profession is recognized and regulated by a state licensure board. All state licensed ATs must provide proof of the proper degree along with proof of passing the

Board of Certification national exam. Licensed athletic trainers serve Georgia residents in many capacities, increasing the health and well-being of Georgians young and old. ATs are employed in work settings including, but not limited to, secondary schools, sports medicine clinics, hospitals, colleges/universities, professional sports, healthcare administration, military, occupational health, performing arts, physician practice, and public safety, such as law enforcement and fire departments.

Athletic Trainers are valuable in both rural and urban communities as health care professionals, delivering and monitoring safe environments for Georgia's diverse patient populations. Georgia has a critical need for health care in rural areas, and ATs expand the limited reach of physicians into these areas. Because licensed ATs are skilled at coordinating medical care in addition to providing it, they are a valuable resource to the patients under their care, facilitating communication across a network of health care providers for their patients. ATs can help fill a void where schools do not have access to a full-time nurse or other medical professionals. Further, ATs are uniquely suited to provide critical emergency care following potentially fatal traumas, such as spinal cord injuries, cardiac complications, traumatic brain injuries, and heat-related illnesses. Beyond orthopedic-related trauma and injuries, ATs provide critical health care services not only to athletes, but also to secondary school administrators, coaches, support staff, and the non-athlete student body. These emergency medicine skills are especially valuable at the secondary school level. There are currently 535 public and private secondary schools in Georgia; however, only 39% employ full-time ATs and 46% employ part-time ATs (Korey Stringer Institute, https://ksi.uconn.edu/wp-content/uploads/sites/1222/2018/09/AT-Services- By-State-Tables.pdf). In a state such as Georgia, among the approximately 200,000 student-athletes who participate in high school sports (statista.com), only half benefit from athletic training services. In a published report on AT services nationwide (Pryor et al, 2015), in high schools where full-time licensed/certified ATs were employed, these healthcare practitioners managed a significantly higher number of injuries, meaning those athletes who had full-time access to ATs received more comprehensive medical care. Not only are ATs uniquely suited to provide emergency care, they are also able to provide critical injury assessment, management, and rehabilitation services that many high school students would not be exposed to otherwise (https://www.nata.org/about/athletic-training).

Athletic Trainers are highly skilled medical professionals who benefit the community around them. AT students in the University System of Georgia benefit from exposure to nationally recognized research, a hands-on clinical learning environment, and experience with a wide range of health care professionals. Through a curriculum focused on injury prevention, recognition, management, and rehabilitation, AT students develop the skills to be important contributors to the healthcare landscape of Georgia.

Currently, the University of Georgia offers a Bachelor of Science in Education in Athletic Training. With the national mandate to transition all programs to the master's level, the present undergraduate program at the University of Georgia will not be able to continue. Therefore, to continue to serve students at the University and citizens in the state, it will be necessary for the University of Georgia to transition to the graduate level.

7) **Demand:** Please describe the demand for the proposed program. Include in this description the supporting data from 1) existing and potential students and 2) requests from regional industries. How does the program of study meet student needs and employer requirements in terms of career readiness and employability, requirements to enter the profession, post-graduate study, and disciplinary rigor at the level required for professional success and advanced educational pursuits? *(In other words, how does the program of study prepare students for the next step?)*

Because of the shortage of credentialed athletic trainers in the state of Georgia, there is a high demand for this degree program (e.g., 61% of high schools do not have access to a full-time athletic trainer). Upon completion of the AT program, students will possess a marketable skillset that makes them competitive within the healthcare industry. Students graduating from the program will be eligible to sit for the Board of Certification examination to become nationally certified and state-licensed athletic trainers. Only students graduating from an accredited program are eligible to challenge this examination. Student demand for Athletic Training Programs at the master's level is expected to grow over the next 10 years as bachelor's programs in the United States are eliminated and societal demands increase (https://www.bls.gov/oes/current/oes_ga.htm#29-0000). By proactively seeking to develop the master's program prior to the 2022 CAATE mandate, the University of Georgia will be better prepared to meet student demand and produce qualified graduates.

A survey of current athletic training students was conducted to ask if the bachelor's program in athletic training was not available, would they attend the University of Georgia to complete their master's degree. Seventy-one percent of students who responded to the survey (n=53) stated that they would have attended the University of Georgia in this case. Students who stated they would not attend did so because: (a) they had no intention to pursue a master's degree (n=5), (b) they planned to pursue a different healthcare profession at the graduate level (n = 9), and (c) they had planned to attend UGA as an undergraduate student, but couldn't afford the additional two years as a graduate student due to out-of-state tuition (n=1).

AT employment opportunities are growing at the state and national levels. Nationally, employment of ATs is projected to grow 23% from 2016-2026, which is considered much faster than average (Bureau of Labor Statistics, Department of Labor 2017). In the state of Georgia, employment of athletic trainers is expected to grow at 21.4% annually from 2016 to 2026 (https://www.bls.gov/oes/current/oes_ga.htm#29-0000).

8) **Duplication:** Description of how the program does not present duplication of existing academic offerings in the geographic area, within the system as a whole, and within the proposing institution regardless of academic unit. If similar programs exist, indicate why these existing programs are not sufficient to address need and demand in the state/institution's service region and how the proposed program is demonstrably different or complementary to other USG degrees and majors.

Currently, the University System of Georgia has five accredited athletic training

programs (University of Georgia, University of North Georgia, Georgia College and State University, Georgia Southern University, and Valdosta State University). Two of these programs (University of North Georgia and Georgia College and State University) have already transitioned to the master's degree, based on the national mandate to do so, and accepted their first cohorts in 2018.

The University of Georgia offers unique opportunities for students to complete the AT education program that are not found at the other programs in the state. The University of Georgia is the only Division I institution competing at the highest athletic level. Students interested in pursuing employment at an elite level are placed at a disadvantage if they do not complete clinical experiences at that level. Currently, this is a draw to UGA's undergraduate AT program.

Although not a program mandate, students who attend the AT program at the University of Georgia will have the unique opportunity to complete a thesis. As a research-intensive institution, we have the opportunity and ability to offer our students an in-depth research experience. This option will be important as professionals in the future look to complete a doctoral degree to improve the body of knowledge or train future athletic trainers. A thesis option is not offered by the current Georgia state programs which have already transitioned to the master's degree.

The proposed curriculum offers students opportunities to learn clinical skills in areas of emerging practice settings or traditionally disadvantaged populations. For example, the proposed curriculum offers a course focused on the needs of individuals in special populations (hearing impaired, vision impaired, amputees, etc.) and will focus on the unique aspects of patients with disabilities. No other state program offers opportunities in this area. Based on the unique qualifications of the current faculty and Athletic Association staff (who will function as clinical preceptors), students will have additional opportunities for an advanced credential prior to graduation. This advanced credential (Emergency Medical Technicians) will enhance the marketability of the students graduating from the University of Georgia. Other proposed courses to be offered in this curriculum that set our program apart from others in the state include two separate gross cadaver anatomy courses that offer full cadaver dissection. These courses will allow AT students a deeper understanding of clinical anatomy. Two separate courses on evaluation and treatment of the brain and spine will be taught by leading experts in the field and will allow our students to be content experts in critical healthcare areas in today's society.

The current faculty in the B.S.Ed. program who will be teaching in the M.S.A.T. program have national reputations, strong and nationally recognized research lines, and are award winning scholars. Dr. Jill Manners is a national leader in manual therapy and has been selected by the National Athletic Trainers' Association to assist in developing a national level curriculum in manual therapy for athletic trainers. In addition to manual therapy, Dr. Manners' specialty areas include the evaluation and treatment of the spine and emergent conditions. Dr. Manners currently serves on the National Athletic Trainers' Association Research and Education Foundation Board of Directors and has been nationally recognized by her peers for multiple honors and awards at the national level. Dr. Bud Cooper's nationally recognized area of research focuses on exertional heat illness. In this area, he has

numerous publications and serves nationally on multiple committees, including a national initiative to increase awareness of exertional heat stroke, and was designated as one of three work group chairs. Currently, Dr. Cooper is on a task force through the American College of Sports Medicine that is tasked with determining national standards for athletic participation in hot environments. Dr. Cooper's research has been funded by the National Athletic Trainers' Association, National Collegiate Athletic Association, and National Federation of High Schools. Dr. Julianne Schmidt is nationally recognized in concussion assessment and management, driving impairment following concussion, and head impact biomechanics. Dr. Schmidt has been funded by several large-scale research projects through the Department of Defense and the National Collegiate Athletic Association. In addition, she has published over 40 peer-reviewed manuscripts in her area of expertise and has been an invited speaker nationally. Dr. Rob Lynall's nationally recognized area of research includes musculoskeletal injury risk and risk factors following concussion and head impact biomechanics. Dr. Lynall has published more than 40 peer-reviewed publications and has received both internal and external grant funding. Additionally, Dr. Lynall has been an invited speaker in his area of research both nationally and internationally. The current faculty are strengths to the proposed M.S.A.T. program and the University of Georgia.

Finally, at the undergraduate degree level, the five USG AT programs combined receive approximately 150 secondary applications to their athletic training programs (during the sophomore year at the institution) and enroll 80 students annually (prior to two institutions transitioning to the master's). Due to the complexity of clinical skills and clinical education, these programs have had to limit enrollment. Based upon the previous numbers, it will be impossible for only two programs within the state to meet the student demand due to increased educational requirements at the graduate level, clinical placements, facility space allocations, faculty, and equipment limitations.

As the flagship institution of the State of Georgia, the University of Georgia is currently a leader in athletic training education at the undergraduate level and should continue to be a leader at the graduate level.

9.) Collaboration: Is the program in collaboration with another USG Institution, TCSG institution, private college or university, or other entity?
Yes ____ or No _X___ (place an X beside one)

If yes, list the institution below and include a letter of support from the collaborating institution's leadership (i.e., President or Provost and Vice President for Academic Affairs) for the proposed academic program in Appendix I.

10.) Admission Criteria: List the admission criteria for the academic program, including standardized test and grade point average requirements for admission into the program. Also, at what point (e.g., credit hours completed) are students admitted to the program.

For students to be fully admitted to the M.S.A.T. program, they must have completed a bachelor's degree from an accredited institution. A minimum undergraduate grade point average of 3.0 overall and 3.0 in the prerequisite courses will be required. Students must submit GRE scores for evaluation. Additionally, students must complete at least 50 hours of observation of an athletic trainer and submit 3 letters of recommendation. At least one letter of recommendation must be completed by an athletic trainer or physician.

Required prerequisite courses include:

General Biology (3 credits minimum) (lab preferred)
General Chemistry (3 credits minimum) (lab preferred)
General Physics (3 credits minimum) (lab preferred)
Anatomy and Physiology I and II (3 credits minimum/class) (labs preferred)
General Psychology (3 credits)
Statistics (3 credits)
Nutrition (3 credits) (sports nutrition preferred)
Exercise Physiology (3 credits minimum) (lab preferred)
Kinesiology or Biomechanics (3 credits minimum) (lab preferred)

11.) Curriculum

a. Specify whether the proposed program requires full-time study only, part-time study only, or can be completed either full time or part time.

This program will require full-time study only.

b. If the proposed program will be offered online, describe measures taken by the academic unit to sufficiently deliver the program via distance education technologies and provide instructional and learning supports for both faculty and students in a virtual environment. Will the program be offered in an asynchronous or synchronous format?

N/A

c. List the entire course of study required to complete the academic program. Include the course prefixes, course numbers, course titles, and credit hour requirement for each course. Indicate the word "new" beside new courses. Include a program of study.

Prefix	Course Number	Course Title	Credit hours	New Course
ATTR	6000	Clinical Anatomy for Athletic Training I	2	New
ATTR	6010	Clinical Anatomy for Athletic Training II	2	New
ATTR	6100	Introduction to Athletic Training Clinical Practice	2	New
ATTR	6200	Clinical Medicine I	3	New
ATTR	6210	Clinical Medicine II	3	New
ATTR	6300	Therapeutic Interventions I	1	New
ATTR	6310	Therapeutic Intervention II	2	New
ATTR	6320	Therapeutic Intervention III	2	New
ATTR	6500	Clinical Evaluation and Treatment: Emergent Conditions	3	New
ATTR	6510	Clinical Evaluation and Treatment: Spine and Trunk	4	New
ATTR	6520	Clinical Evaluation and Treatment: Brain	3	New
ATTR	6530	Clinical Evaluation and Treatment: Foot, Ankle, and Lower	3	New
ATTR	6540	Clinical Evaluation and Treatment: Knee and Hip	3	New
ATTR	6550	Clinical Evaluation and Treatment: Shoulder	3	New
ATTR	6560	Clinical Evaluation and Treatment: Elbow, Wrist, and Hand	3	New
ATTR	7000	Evidence Based Practice I	1	New
ATTR	7010	Evidence Based Practice II	1	New
ATTR	7020E	Evidence Based Practice III	1	New
ATTR	7030	Evidence Based Practice IV	1	New
ATTR	7040	Applied Research Skills in Athletic Training (repeatable up to 3 credits) *	Var 1-3	New
ATTR	7100E	Psychological and Social Considerations in Healthcare	3	New
ATTR	7200	Clinical Imaging and Diagnostic Procedures	3	New
ATTR	7210	Special Populations and Disabilities	1	New
ATTR	7300	Injury Prevention, Performance Enhancement and Wellness	3	New
ATTR	7400E	Healthcare Management	3	New
ATTR	7500	Special Topics in Athletic Training	2	New
ATTR	7600	Clinical Integration I	1	New
ATTR	7610	Clinical Integration II	1	New
ATTR	7620	Clinical Integration III	1	New
ATTR	7700	Transition to the Athletic Training Profession	1	New
ATTR	7800	Clinical Education I	1	New
ATTR	7810	Clinical Education II	3	New
ATTR	7820	Clinical Education III	3	New
ATTR	7830	Clinical Education IV	3	New
ATTR	7840	Clinical Education V	6	New
ATTR	7850	Clinical Education VI	1	New
KINS	7300	Master's Thesis*	3	Existing

* Thesis option only

d. State the total number of credit hours required to complete the program, but do not include orientation, freshman year experience, physical education, or health and wellness courses that are institutional requirements as defined in the Academic and Student Affairs Handbook, Section 2.3.1 and the Board Policy Manual, 3.8.1.

Completion of this professional degree program will require 79 credit hours. Completion of the professional degree with a thesis option will require 88 credit hours.

e. Within the appendix, append the course catalog descriptions for new courses and their prerequisite courses. Include the course prefixes, course numbers, course titles, and credit hour requirements.

Please see Appendix C

f. If this is an undergraduate program, how does or would the department/institution use eCore, eMajor, or dual enrollment?

N/A

g. If this is a doctoral program, provide the names of four external reviewers of aspirational or comparative peer programs complete with name, title, institution, e- mail address, telephone number, and full mailing address. External reviewers must hold the rank of associate professor or higher in addition to other administrative titles.

N/A

12) PROGRAM OF STUDY- GRADUATE ONLY (provide the program of study).

Program of Study (79 hours)

Course Prefix	Course Number	Course Title	Hours
Summer I			
ATTR	6000	Clinical Anatomy for Athletic Training I	2
ATTR	6010	Clinical Anatomy for Athletic Training II	2
ATTR	6500	Clinical Evaluation and Treatment: Emergent Conditions	3
ATTR	6300	Therapeutic Interventions I	1
ATTR	6100	Introduction to Athletic Training Clinical Practice	2
ATTR	7800	Clinical Education I	1
Fall I			
ATTR	6510	Clinical Evaluation and Treatment: Spine and Trunk	4
ATTR	6520	Clinical Evaluation and Treatment: Brain	3
ATTR	6200	Clinical Medicine I	3
ATTR	6310	Therapeutic Interventions II	2

ATTR	7600	Clinical Integration I	1
ATTR	7000	Evidence Based Practice I	1
ATTR	7810	Clinical Education II	3
Spring I			
ATTR	6530	Clinical Evaluation and Treatment: Foot, Ankle, and Lower Leg	3
ATTR	6540	Clinical Evaluation and Treatment: Knee and Hip	3
ATTR	6210	Clinical Medicine II	3
ATTR	6320	Therapeutic Intervention III	2
ATTR	7610	Clinical Integration II	1
ATTR	7010	Evidence Based Practice II	1
ATTR	7820	Clinical Education III	3
Summer II			
ATTR	6550	Clinical Evaluation and Treatment: Shoulder	3
ATTR	6560	Clinical Evaluation and Treatment: Elbow, Wrist, and Hand	3
ATTR	7830	Clinical Education IV	1
ATTR	7100E	Psychological and Social Considerations in Healthcare	3
Fall II			
ATTR	7400E	Healthcare Management	3
ATTR	7020E	Evidence Based Practice III	1
ATTR	7840	Clinical Education V	6
Spring II			
ATTR	7500	Special Topics in Athletic Training	2
ATTR	7200	Clinical Imaging and Diagnostic Procedures	3
ATTR	7210	Special Populations and Disabilities	1
ATTR	7700	Transition to the Athletic Training Profession	1
ATTR	7620	Clinical Integration III	1
ATTR	7030	Evidence Based Practice IV	1
ATTR	7300	Injury Prevention, Performance Enhancement, and Wellness	3
ATTR	7850	Clinical Education VI	3

Program of Study – Thesis Option (88 hours)

Course Prefix	Course Number	Course Title	Hours
Summer I			
ATTR	6000	Clinical Anatomy for Athletic Training I	2
ATTR	6010	Clinical Anatomy for Athletic Training II	2
ATTR	6500	Clinical Evaluation and Treatment: Emergent Conditions	3
ATTR	6300	Therapeutic Interventions I	1
ATTR	6100	Introduction to Athletic Training Clinical Practice	2
ATTR	7800	Clinical Education I	1
ATTR	7040	Advanced Research Skills In Athletic Training	Var 1-3

Fall I			
ATTR	6510	Clinical Evaluation and Treatment: Spine and Trunk	4
ATTR	6520	Clinical Evaluation and Treatment: Brain	3
ATTR	6200	Clinical Medicine I	3
ATTR	6310	Therapeutic Interventions II	2
ATTR	7600	Clinical Integration I	1
ATTR	7000	Evidence Based Practice I	1
ATTR	7810	Clinical Education II	3
ATTR	7040	Advanced Research Skills In Athletic Training	Var 1-3
Spring I			
ATTR	6530	Clinical Evaluation and Treatment: Foot, Ankle, and Lower Leg	3
ATTR	6540	Clinical Evaluation and Treatment: Knee and Hip	3
ATTR	6210	Clinical Medicine II	3
ATTR	6320	Therapeutic Intervention III	2
ATTR	7610	Clinical Integration II	1
ATTR	7010	Evidence Based Practice II	1
ATTR	7820	Clinical Education III	3
ATTR	7040	Advanced Research Skills In Athletic Training	Var 1-3
Summer II			
ATTR	6550	Clinical Evaluation and Treatment: Shoulder	3
ATTR	6560	Clinical Evaluation and Treatment: Elbow, Wrist, and Hand	3
ATTR	7830	Clinical Education IV	1
ATTR	7100E	Psychological and Social Considerations in Healthcare	3
Fall II			
ATTR	7400E	Healthcare Management	3
ATTR	7020E	Evidence Based Practice III	1
ATTR	7840	Clinical Education V	6
KINS	7300	Master's Thesis	3
Spring II			
ATTR	7500	Special Topics in Athletic Training	2
ATTR	7200	Clinical Imaging and Diagnostic Procedures	3
ATTR	7210	Special Populations and Disabilities	1
ATTR	7700	Transition to the Athletic Training Profession	1
ATTR	7620	Clinical Integration III	1
ATTR	7030	Evidence Based Practice IV	1
ATTR	7300	Injury Prevention, Performance Enhancement and Wellness	3
ATTR	7850	Clinical Education VI	3
KINS	7300	Master's Thesis	3

13) **Alternative Curricular Pathway:** What alternative curricular pathways exist (for example for students who were not admitted to the major but are still in satisfactory standing at the institutional level)? Please describe them below and describe how these students are advised about the alternative(s).

Students applying to the M.S.A.T. program will be applying for direct admission into the program, regardless of their current student status. Students applying for admission into the M.S.A.T. program will not have an alternative route to becoming ATs through the University of Georgia. Current University of Georgia students denied admission into this program will be advised into pursuing other professional avenues or seeking admission into other athletic training programs.

14) **Prior Learning Assessment:** Does the program include credit for prior learning assessment? How will credit be assessed and for what specific courses in the curriculum inclusive of prerequisites? If this is not applicable, indicate "NA" in this section.

N/A

15) **Open Educational Resources:** Does the program include open educational resources that have been assessed for quality and permissions, can be connected with related curricular resources, and are mapped to learning outcomes? If this is not applicable, indicate "NA" in this section.

N/A

16) **Waiver to Degree-Credit Hour** (if applicable):
- All bachelor's degree programs require 120-semester credit hours.
- Master's level programs have a maximum of 36-semester hours. Semester credit-hours for the program of study that are above these requirements require a waiver to degree-credit hour request with this proposal.
- State whether semester credit-hours exceed maximum limits for the academic program and provide a rationale.
- This is not applicable for specialist in education and doctoral programs.

The M.S.A.T. program will require the completion of 79 semester hours over six semesters (the thesis option will require 88 semester hours). This program includes 17 hours of clinical education and 62 hours of didactic preparation. This program is a professional healthcare degree that is required to be taught entirely at the graduate level, as per CAATE Accreditation requirements. The amount and intensity of the content required is well beyond what can be instructed during a 36-credit hour program. In addition to professional content requirements, the CAATE requires the foundational knowledge of statistics, research design, epidemiology, pathophysiology, biomechanics, pathomechanics, exercise physiology, nutrition, human anatomy, pharmacology, public health, healthcare delivery systems, and

payor systems. CAATE standards can be found in Appendix B.

Nationally, program semester credit hours range from 39 credit hours to 98 credit hours, all to be completed in no more than 6 semesters. Many programs with fewer credit hour requirements (<60) have been in place prior to the recent release of the standards which will go into effect in 2020. Curricular revisions are being conducted in several of these programs currently to meet the new standards, and it is likely others will also need to increase credit hours to cover the required content.

Please see the Credit Hour Waiver Request in Appendix D.

17) **Student Learning Outcomes:** Student Learning outcomes and other associated outcomes of the proposed program (provide a narrative explanation).

Program outcomes will be assessed on an annual basis by the program faculty. Once evaluated as per the assessment plan, the faculty will use the information obtained to determine if modifications in the program are required. In addition to the student learning outcomes, other outcomes to be assessed will include the program admission, retention and graduation rates, graduate placements, and pass rates on the Board of Certification examination.

Athletic Training Student Learning Outcomes (SLO):

1.1 Students will demonstrate knowledge of concepts, theories, and clinical applications of athletic training using critical thinking, effective problem solving, and clinical decision- making skills.
1.2 Students will demonstrate clinical proficiency during patient interactions.
1.3 Students will demonstrate the ability to perform administrative functions of healthcare management.
1.4 Students will demonstrate the ability to synthesize and apply information to develop a comprehensive plan of care.
2.1 Students will identify and engage in the roles and responsibilities of athletic trainers in a variety of employment settings.
2.2 Students will interact and collaborate with a variety of healthcare professionals, demonstrating professional and ethical behaviors while providing patient-centered care.
2.3 Students will recognize the various cultural and socioeconomic factors which may affect global healthcare.
3.1 Students will demonstrate verbal and written communication skills to interact with all stakeholders, including, but not limited to, patients, family members, coaches, supervisors, support staff, and other healthcare professionals.
3.2 Students will demonstrate the ability to disseminate information in professional, healthcare, or learning environments.
3.3 Students will demonstrate their communication skills in disseminating information to lay public.
3.4 Students will demonstrate the ability to document and maintain patient medical records.

4.1 Students will demonstrate critical thinking and problem-solving skills related to practicing as healthcare providers at the highest ethical and moral levels.
4.2 Students will demonstrate critical thinking and problem-solving skills in relation to professional standards and local, state, and federal laws.
5.1 Students will demonstrate the understanding of professional discipline and service organizations that exist at the local, state, regional, national, and international levels.
5.2 Students will be advocates for the athletic training profession.
6.1 Students will be able to locate, access, evaluate, and interpret current research to answer clinical questions that guide professional practice.
6.2 Students will apply the available evidence in accordance with the patients' goals and values to implement safe and effective patient care.

18) Assessment: Describe institutional programmatic assessments that will be completed to ensure academic quality, viability, and productivity.

The assessment plan for the University of Georgia's Master of Science in Athletic Training program incorporates the program's vision, mission, goals, and outcomes, as well as those required in the standards and requirements set forth by the CAATE. The assessment plan designed by the program seeks to evaluate student, faculty, and program performance and overall effectiveness. This information will be used annually by the AT faculty and administrators to determine the strengths, weaknesses, and areas requiring improvement.

Internally, implementation of strategies to improve the program will occur annually, based upon the results. This information will also be used in the required CAATE self-studies and peer evaluations. Additionally, the AT program will undergo an annual review by the College of Education Office of Academic Programs. The key concepts of the assessment plan are listed in the table below:

Assessment Measure	Associated Program Goal, Student Learning Outcome (SLO), or CAATE Required Assessment	Timeframe for Measurement
Alumni Survey	Programmatic Evaluation	After years 1, 2, 5 and 10
Board of Certification	SLO 1.1	Annually
Board of Certification Examination First Time Pass Rate	Programmatic Evaluation CAATE requirement	Annually
Assessment Measure	Associated Program Goal, Student Learning	Timeframe for Measurement
Board of Certification Examination Overall Pass	Programmatic Evaluation CAATE requirement	Annually

Competency Examination	SLO 1.1 SLO 1.2 SLO 1.4 SLO 6.2	Annually
Course Practical Examinations (ATTR 6000, ATTR 6010, ATTR 6100, ATTR 6200, ATTR 6210, ATTR 6300, ATTR 6310, ATTR 6320, ATTR 6500, ATTR 6510, ATTR 6520, ATTR 6530, ATTR 6540, ATTR 6550, ATTR 6560, ATTR 7200, ATTR 7210, ATTR 7300, ATTR 7600, ATTR 7610, ATTR	SLO 1.1 SLO 1.2 SLO 6.2	At the completion of each course
Course Presentations	SLO 3.2 SLO 5.2	At the completion of each course
Course Project (ATTR 7000, ATTR 7010, ATTR 7020E, ATTR 7030)	SLO 6.1	At the completion of each course
Course Project - ATTR 7330	SLO 3.3	At the completion of each course
Course Project - ATTR 7400E	SLO 4.1	At the completion of each course
Course Project - ATTR 7700	SLO 5.1	At the completion of each course
Employer Survey	Programmatic Evaluation	After years 1, 2, 5 and 10
Exam Grades - ATTR 7400E	SLO 4.2	At the completion of each course
Final Course Grade - ATTR 7100E	SLO 2.3	At the completion of each course
Final Course Grades (ATTR 7000, ATTR 7010, ATTR	SLO 6.1	At the completion of each course
Final Course grades - ATTR 7400E	SLO 1.3	Annually
Graduate Placement Rate	Programmatic Evaluation CAATE Requirement	Annually
Number and types of Clinical Placements	SLO 2.1 SLO 2.2	Annually
Percentage of students who challenge the BOC	Programmatic Evaluation	Annually
Assessment Measure	Associated Program Goal, Student Learning Outcome, or CAATE Required Assessment	Timeframe for Measurement

Preceptor Evaluations of Students (ATTR 7800, ATTR 7810, ATTR 7820, ATTR 7830, ATTR 7840, ATTR 7850)	SLO 1.2 SLO 1.4 SLO 2.2 SLO 3.1 SLO 4.1 SLO 4.2 SLO 5.2	Annually
Professional Development Units	SLO 5.1 SLO 5.2	Annually
Program Retention Rate	Programmatic Evaluation CAATE requirement	Annually
Student Evaluation of Clinical Sites	Programmatic Evaluation	After each clinical experience
Student Evaluation of Preceptors	Programmatic Evaluation	After each clinical experience
Student Exit Interview	Programmatic Evaluation	Prior to graduation
Student Survey	Programmatic Evaluation	At completion of year 1
Written SOAP Notes	SLO 1.3 SLO 3.4	Annually

19) **Accreditation:** Describe disciplinary accreditation requirements associated with the program (if applicable, otherwise indicate NA).

For students to sit for the Board of Certification Examination and become licensed and practicing athletic trainers, AT programs must be accredited by the CAATE. The purpose of the CAATE is to "develop, maintain, and promote appropriate minimum education standards for quality for professional, post-professional, and residency athletic training programs" (CAATE website, https://caate.net/professional-programs/). Accreditation by the CAATE requires an annual review of the program both internally and externally by the CAATE; a peer review of a self-study completed prior to the end of the accreditation cycle; an on-campus peer review; and a recommendation by the review committee to the CAATE. Our current program was initially accredited in 2001, with a re-accreditation during the 2014–2015 academic year. The AT program will undergo reaccreditation during the 2024–2025 academic year. Programs accredited by the CAATE must meet the newly adopted 2020 Standards for Accreditation of Professional Athletic Training Programs by July 1, 2020. Pending approval, the University of Georgia will seek a substantive change request to the M.S.A.T. degree for continued accreditation.

20) **SACSCOC Institutional Accreditation**: Is program implementation contingent upon SACSCOC action (e.g., substantive change, programmatic level change, etc.)? Please indicate Yes or No. No

ENROLLMENT SECTION *(Consult with Enrollment Management)*

21) **Recruitment and Marketing Plan**: What is the institution's recruitment and marketing plan? What is the proposed program's start-up timeline?

The proposed program is anticipated to begin during the summer of 2021. Marketing for the program is proposed to occur at a variety of levels. Undergraduate students at UGA pursuing pre-professional healthcare degrees and majors such as Exercise and Sport Science will be encouraged to consider the athletic training program at the graduate level. Although the program would like to recruit the most talented students nationally, the program also anticipates developing relationships with undergraduate programs throughout the state of Georgia to facilitate matriculation into the M.S.A.T. The program plans to recruit student-athletes who typically have not pursued athletic training at the undergraduate level due to the time commitment required. Recruitment of students will occur within the state of Georgia and nationally via social media and targeted mailings to undergraduate institutions with majors ideally suited to pursue athletic training. Additional recruitment will occur at professional meetings attended by prospective students and pre-professional health care program advisors. Throughout the marketing process, areas of distinction and emphasis for the M.S.A.T. program will be highlighted.

22) **Enrollment Projections:** Provide projected enrollments for the program specifically during the initial years of implementation.
 a) Will enrollments be cohort-based? Yes _x_ or No_____(place an X beside one)
 b) Explain the rationale used to determine enrollment projections.

Enrollment projections were determined based upon the national transition to the master's degree. With the transition to the master's degree nationally, and a temporary increase in programs as the current bachelor's level programs phase out, it is difficult to anticipate enrollment. Additionally, as a new degree, UGA will not have the national reputation at the graduate level desired to recruit students. Until marketing of the degree occurs, bachelor's level programs are phased out, and the reputation of the UGA M.S.A.T. degree grows, students may choose to attend more established programs.

Additionally, at the time of transition, students planning to pursue a degree in AT will have the option to complete an undergraduate or graduate degree. This may affect the initial recruitment of students. The program will be capped at 16 students per cohort due to its intensive hands-on, skill-based, and clinical nature.

	First FY	Second FY	Third FY	Fourth FY
I. ENROLLMENT PROJECTIONS	2021-2022	2022-2023	2023-2024	2024-2025
Student Majors				
Shifted from other programs	0	0	0	0
New to the institution	8	10	12	16
Total Majors	8	18	22	28

23) Faculty

a) Provide the total number of faculty members that will support this program: 7

b) Submit your SACSCOC roster for the proposed degree. Annotate in parentheses the person who will have administrative responsibility for the program. Indicate whether any positions listed are projected new hires and currently vacant.

NAME (F, P)	Rank	COURSES To be TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Jill Manners (F) (Program Director)	Clinical Assistant Professor	<u>Summer</u> ATTR 6500: Clinical Evaluation and Treatment: Emergent Conditions (2 credits) – grad ATTR 7800: Clinical Education I (1credit) – grad ATTR 6550: Clinical Evaluation and Treatment: Shoulder (3 credits) – grad ATTR 7830: Clinical Education IV (1 credits) - grad <u>Fall</u>	Doctor of Science; Texas Tech University Health Sciences Center; Physical Therapy – Orthopedic and Manual Physical Therapy Master of Physical therapy; Physical Therapy; Western Carolina University Master of Science; West Virginia	ScD, LAT, ATC, PT, COMT Certified Athletic Trainer Licensed Athletic Trainer (GA, NC, PA) Licensed Physical Therapist (GA, NC) Certified Orthopedic Manual Therapist Significant advanced training in orthopedics, manual therapy and spine

		ATTR 6510: Clinical Evaluation and Treatment: Spine and Trunk (4 credits) – grad ATTR 7810: Clinical Education II (3 credits) - grad	University; Athletic Training Bachelor of Science; Ithaca College; Athletic Training / Exercise Science	Nationally recognized content area expert in manual therapy/ orthopedics Doctoral research in emergency management
		<u>Spring</u> ATTR 6530: Clinical Evaluation and Treatment: Foot, Ankle and Lower Leg (3 credits) – grad ATTR 7500: Special Topics in Athletic Training (2 credits) – grad ATTR 7200: Clinical Imaging and Diagnostic Procedures (3 credits) – grad ATTR 7210: Special Populations and Disabilities (1 credit) - grad		

Earl “Bud” Cooper (F)	Clinical Professor	<u>Summer</u> ATTR 6300: Therapeutic Interventions I (1 credit) - grad ATTR 6560: Clinical Evaluation and Treatment: Elbow, Wrist and Hand (3 credits) – grad <u>Fall</u> ATTR 6200: Clinical Medicine I (3 credits) - grad ATTR 6310: Therapeutic Intervention II (2 credits) – grad ATTR 7840: Clinical Education V (6 credits) - grad <u>Spring</u> ATTR 6320: Therapeutic Interventions III (2 credits) – grad	Doctor of Education, University of Georgia; Kinesiology Master of Education; University of Houston; Health Education Bachelor of Science; University of Pittsburgh; Health, Physical Education and Athletic Training	Ed.D., LAT, ATC, CSCS Certified Athletic Trainer Licensed Athletic Trainer Strength and Conditioning Specialist Nationally recognized content area expert in environmental illnesses and prevention

		ATTR 7700: Transition to the Athletic Training Profession (1 credit) – grad ATTR 7620: Clinical Integration III (1 credit) – grad ATTR 7300: Injury Prevention, Performance Enhancement and Wellness (3 credits) – grad ATTR 7850: Clinical Education VI (3 credits) -		
Julianne Schmidt (F)	Assistant Professor	<u>Summer</u> ATTR 6010: Clinical Anatomy for Athletic Training II (2 credits) – grad <u>Fall</u> ATTR 6520: Clinical Evaluation and Treatment: Brain (3 credits) – grad ATTR 7400E: Healthcare Management (3 credits) - grad <u>Spring</u> ATTR 7610: Clinical Integration II (1 credit) – grad ATTR 7010: Evidence Based Practice II (1 credit) – grad ATTR 7820: Clinical Education III (3 credits) – grad	Ph.D., University of North Carolina at Chapel Hill; Human Movement Sciences and Biomechanics Master of Science; University of North Carolina at Chapel Hill; Athletic Training Bachelor of Science; Point Loma Nazarene University; Athletic Training	Ph.D., LAT, ATC, Certified Athletic Trainer Licensed Athletic Trainer (GA) Co-director, UGA Concussion Research Laboratory Co-director, UGA Biomechanics Research Laboratory Nationally recognized content area expert in concussion and traumatic brain injuries

		ATTR 7030: Evidence Based Practice IV (1 credit) - grad		
Robert Lynall (F)	Assistant Professor	Summer ATTR 6100: Introduction to Athletic Training Clinical Practice (2 credits) - grad Fall ATTR 7600: Clinical Integration I (1 credit) – grad ATTR 7000: Evidence Based Practice I (1 credit) – grad ATTR 7020E: Evidence Based Practice III (1 credit) - grad Spring ATTR 6540: Clinical Evaluation and Treatment: Knee and Hip (3 credits) - grad	Ph.D., University of North Carolina at Chapel Hill; Human Movement Sciences Master of Science; Illinois State University; Athletic Training Bachelor of Science; Illinois State University; Athletic Training	Ph.D., LAT, ATC, Certified Athletic Trainer Licensed Athletic Trainer (GA) Graston Technique Certified Co-director, UGA Concussion Research Laboratory Nationally recognized content area expert in concussion and closed head injuries
Ronald Courson (P)	Part-time	Summer ATTR 6500: Clinical Evaluation and Treatment: Emergent Conditions (1 credit) – grad	B.S., Samford University; Physical Education B.S.Ed., Medical College of Georgia; Physical Therapy	LAT, ATC, PT, NRAEMT, CSCS Certified Athletic Trainer Licensed Athletic Trainer (GA) Licensed Physical Therapist (GA) Certified Strength and Conditioning Specialist National Registered Advanced Emergency Medical Technician

				Research area of emergency medicine in athletics Nationally recognized content expert in management of emergent conditions
Lovie Tabron (P)	Part-Time	Summer ATTR 7100E: Psychological and Social Considerations in Healthcare (3 credits) - grad	M.S., California University of Pennsylvania; Exercise Science and Health Promotion, Concentration in Sports Psychology B.S., East Carolina University; Athletic Training	M.S., LAT, ATC Certified Athletic Trainer Licensed Athletic Trainer (GA) Practice area specialized to athletic training in behavioral medicine (National model position) Significant advanced level training in behavioral medicine Nationally recognized content area expert in behavioral medicine
TBD	TBD	Summer Clinical Anatomy for Athletic Training I: (2 credits) – grad Spring ATTR 6210: Clinical Medicine II (3 credits) - grad	TBD	

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

c) Does the institution require additional faculty to establish and implement the program? Yes or No. No Please indicate your answer in the space provided.

The current M.S.A.T. program can be taught by the existing faculty.

24) Fiscal, Tuition, and Estimated Budget

a) Describe the resources that will be used specifically for the program.

All faculty resources required for this program during the regular academic year are pre-existing and will be reassigned from the B.S.Ed. program. A total of 19 hours of instruction and 6 hours of program administration will be taught over the summer by current full-time faculty and part-time faculty. Administrative staff time will be limited and reassigned from the B.S.Ed. to the M.S.A.T. No new staff or quantifiable redirection is needed. The majority of the program will be face-to-face and therefore require laboratory and classroom space. Currently Ramsey 110 is used as the athletic training laboratory. The majority of courses previously assigned to this lab were B.S.Ed. courses and will not be taught in the future. Ramsey 223 is designed as the simulation laboratory; however, classes will not be regularly scheduled in this room. The cadaver laboratory on the Health Sciences campus will be used during the summer semester. Additional classroom space will be assigned through the central scheduling. Capital and non-expendable equipment, including items such as therapeutic modalities, diagnostic ultrasound, and medical diagnostic equipment, will be purchased out of start-up funding provided by the College of Education. The College has already demonstrated significant support for the M.S.A.T. program by purchasing start-up equipment during the 2018 – 2019 academic year to be used in the anticipated program. Program and course supplies, such as casting materials, prevention, evaluation, and treatment materials, will be purchased annually. Existing library allocations are acceptable for the M.S.A.T. and will be transferred from the B.S.Ed. program.

b) Does the program require a tuition cost structure different from or above a regular tuition designation for the degree level? Yes X or No ___ (place an X beside one)

c) Does the program require a special fee for the proposed program? Yes_____or No X (place an X beside one)

d) If the program requires a different tuition cost structure or special fee, such requests require approval through both the Committee on Academic Affairs (for the academic program) and the Committee on Fiscal Affairs (for the tuition increase or special fee designation). The resultant tuition and/or fee request for a new degree is to be submitted to both the academic affairs and fiscal affairs offices. Complete Appendix III that includes information for a differential tuition cost structure involving a proposal for a new academic program.

e) Note: The web link for approved tuition and fees for USG institutions is located at the following url: http://www.usg.edu/fiscal_affairs/tuition_and_fees

f) Budget Instructions: Complete the form further below and **provide a narrative to address each of the following**:

g) For Expenditures (*ensure that the narrative matches the table*):

i. Provide a description of institutional resources that will be required for the program (e.g., personnel, library, equipment, laboratories, supplies, and capital expenditures at program start-up and recurring).

Neither core faculty nor staff hiring is necessary. Faculty from the existing Athletic Training program will be used for the M.S.A.T. program (n = 4; Manners, Cooper, Schmidt, & Lynall). Institutional resources that will be required for this program include the salaries of the four existing core faculty members. This expenditure line will also include the fringe benefits that are associated with their salaries. Part-time instruction, similar to the existing undergraduate program, will be required (n = 3, Courson, Tabron, and one additional faculty member), and covered by the College, secondary to the faculty loads. These part-time obligations are connected with the expertise of the part-time faculty (e.g. collegiate athletic training, behavioral medicine) that do not necessitate a full-time faculty member but rather one or two courses to be offered across the program. The college will support that instructional cost. The support staff salaries listed include an academic advisor, the student enrollment data manager, administrative associate, and accountants assigned to the Department of Kinesiology. There are no new positions required for this degree. The workloads of the assigned staff positions will not change with the proposed M.S.A.T. program since the B.S.Ed. program they currently serve will be discontinued. Additionally, the proposed M.S.A.T. program does require summer enrollment; therefore, faculty salaries for summer teaching have also been included. Both of these salaries will be absorbed by the College of Education.

Start-up costs are primarily dedicated to lab equipment. These will be one- time purchases and have been spread across the first four years of the program. As the M.S.A.T. is a new program, it will be important to recruit students. Consultation with the College of Education Communications office determined the potential costs involved. This fee will decrease annually as the program continues to get off the ground.

The operating budget of this program includes travel by faculty for student supervision, replacement equipment as needed, and supplies for students throughout the program. Since the students will be progressing through a cohort, only these students will be using the equipment and supplies required.

Current library holdings and on-line media are adequate to support the M.S.A.T.

ii. If the program involves reassigning existing faculty and/or staff, include the specific costs/expenses associated with reassigning faculty and staff to support the program (e.g., cost of part-time faculty to cover courses currently being taught by faculty being reassigned to the new program, or portion of full-time faculty workload and salary allocated to the program).

All four full-time, core faculty assigned to the M.S.A.T. program will be reassigned from the B.S.Ed. program in Athletic Training. In addition, three part-time faculty support through additional instructional support from the college will teach occasional classes. The B.S.Ed. program will be discontinued after all students currently enrolled complete the program. Therefore, the M.S.A.T. program courses will replace the B.S.Ed. program courses in each faculty member's load.

h) For Revenue (*ensure that the narrative matches the table*):

i. If using existing funds, provide a specific and detailed plan indicating the following three items: source of existing funds being reallocated; how the existing resources will be reallocated to specific costs for the new program; and the impact the redirection will have on units that lose funding.

Existing faculty lines budgeted for instruction of the B.S.Ed. program will be reallocated to the M.S.A.T. program. Both programs are housed in the Department of Kinesiology.

ii. Explain how the new tuition amounts are calculated.

Tuition amounts are calculated by multiplying the new athletic training tuition differential rate (base graduate rate + $75 per credit hour) by number of credit hours each student takes per semester, up to 12. After 12 credits, a flat rate fee will be applied. The current rate is $370 +$75 x the number of credits for each semester for any semester between 1 and 12 credits. Semesters with 13 or more credits are factored at the same rates as 12.

iii. Explain the nature of any student fees listed (course fees, lab fees, program fees, etc.). Exclude student mandatory fees (i.e., activity, health, athletic, etc.).

N/A

iv. If revenues from Other Grants are included, please identify each grant and indicate if it has been awarded.

N/A

v. If Other Revenue is included, identify the source(s) of this revenue and the amount of each source.

N/A

i) Revenue Calculation: Provide the revenue calculation, in other words, the actual calculation used to determine the projected tuition revenue amounts for each fiscal year involving start-up and implementation of the proposed program.

The tuition differential annual revenue estimates the state appropriation listed is a combination of tuition returned to the College in the new budget year plus funds that are being redirected from the Athletic Training undergraduate program that is closing and from the College supporting the start-up needs for the master's program.

The tuition differential proposed of $75 per credit hour was multiplied by the number of students by the number of credit hours they were enrolled in each semester, up to the maximum payment amount of 12.

Year One
Summer: (8 students x ($370 + $75) x 11 hours = $39,160
Fall: (8 students x ($4,439 + $900) = $42,712
Spring: (8 students x ($4,439 + $900) = $42,712
Year One Total: $124,584

Year Two
New Students
Summer: (10 students x ($370 + $75) x 11 hours = $48,950
Fall: (10 students x ($4,439 +$900) = $53,390
Spring: (10 students x ($4,439 + $900) = $53,390

Existing Students
Summer: (8 students x ($370 + $75) x 10 hours = $35,600
Fall: (8 students x ($370 + $75) x 10 hours = $35,600
Spring: (8 students x ($4,439 + $900) = $42,712
Year Two Total: $269,642

Year Three
New Students
Summer: (12 students x ($370 + $75) x 11 hours = $58,740
Fall: (12 students x ($4,439 +$900) = $64,068
Spring: (12 students x ($4,439 + $900) = $64,068

Existing Students
Summer: (10 students x ($370 + $75) x 10 hours = $44,500
Fall: (10 students x ($370 + $75) x 10 hours = $44,500
Spring: (10 students x ($4,439 + $900) = $53,390
Year Three Total: $329,266

Year Four

New Students

Summer: (16 students x ($370 + $75) x 11 hours = $78,320
Fall: (16 students x ($4,439 + $900) = $85,424
Spring: (16 students x ($4,439 + $900) = $85,424

Existing Students

Summer: (12 students x ($370 + $75) x 10 hours = $53,400
Fall: (12 students x ($370 + $75) x 10 hours = $53,400
Spring: (12 students x ($4,439 + $900) = $64,068
Year Four Total: $420,036

j) When Grand Total Revenue is not equal to Grand Total Costs:

i. Explain how the institution will make up the shortfall. If reallocated funds are the primary tools being used to cover deficits, what is the plan to reduce the need for the program to rely on these funds to sustain the program?

If the program does not receive the funds as requested, the program would not be able to operate as designed. Program courses and course sequencing would need to be re-evaluated to the detriment of the student and future patients. However, the college has committed to absorb any deficits in the program for the first several years.

ii. If the projected enrollment is not realized, provide an explanation for how the institution will cover the shortfall.

If the projected program is not realized, the required budget would also be less. Equipment would need to be replaced less frequently due to decreased use. Since there will be fewer students, there will be a reduced requirement for expendable supplies. Fewer students will also result in a decreased need for clinical site visits and clinical supervision. Additionally, in the case of decreased enrollment, there may be a requirement for the department to supplement the supply or equipment budget.

iii. If the projected enrollment is not realized, what are your next action steps in terms of bolstering the program, potentially altering the program, teach-outs, a planned phase-out, etc.?

If the project enrollment is not realized, the program would place an increased emphasis on recruitment. An analysis of our enrollment deficits would occur to determine the optimal recruitment demographic and cause of low enrollment. In this case, the faculty would also re-evaluate the program prerequisites and completion requirements.

I. EXPENDITURES	First FY '21 Dollars	Second FY '22 Dollars	Third FY'23 Dollars	Fourth FY '24 Dollars
Personnel – reassigned or existing positions				
Faculty **(see 23.g.ii)**	$164,221	$250,947	$250,947	$250,947
Part-time Faculty **(see 23.g.ii)**	$0	$0	$0	$0
Graduate Assistants **(see 23.g.ii)**	$0	$0	$0	$0
Administrators **(see 23.g.ii)**				
Support Staff **(see 23.g.ii)**	$21,523	$21,523	$21,523	$21,523
Fringe Benefits				
Other Personnel Costs				
Total Existing Personnel Costs	$185,744	$272,470	$272,470	$272,470

EXPENDITURES (Continued)				
Personnel – new positions (see 23.g.i)				
Faculty (Summer)	$54,597	$80,629	$80,629	$80,629
Part-time Faculty	$8,450	$13,520	$13,520	$13,520
Graduate Assistants	$0	$19,571	$29,007	$48,578
Administrators				
Support Staff				
Fringe Benefits				
Other personnel costs				
Library/learning resources				
Equipment (Tier 1 & Tier 2)	$68,501	$89,908	$116,080	$176,155
Other (Marketing)	$25,000	$40,000	$40,000	$40,000
Physical Facilities: construction or renovation (see section on Facilities)				
Total One-time Costs	$156,548	$243,628	$279,236	$358,882
Operating Costs (recurring costs – base budget) (see 23.g.i)				
Supplies/Expenses	$22,600	$25,550	$28,700	$33,700
Travel	$5,000	$5,000	$7,000	$10,000
Equipment			$15,000	$15,000
Library/learning resources				
Other				
Total Recurring Costs	$27,600	$30,550	$50,700	$58,700
GRAND TOTAL COSTS	$369,892	$546,648	$602,406	$690,052

III. REVENUE SOURCES				
Source of Funds				
Reallocation of existing funds **(see 23.h.i)**	$185,744	$272,470	$272,470	$272,470
New student workload				
New Tuition **(see 23.h.ii)**	$124,584	$269,642	$329,266	$420,036
Federal funds				
Other grants **(see 23.h.iv)**				
Student fees **(see 23.h.iii)** Exclude mandatory fees (i.e., activity, health, athletic, etc.).				
Other **(see 23.h.v)**				
New state allocation requested for budget hearing				
GRAND TOTAL REVENUES	$310,328	$542,112	$601,736	$692,506
Nature of Revenues				
Recurring/Permanent Funds	$246,792	$364,444	$384,594	$392,594
One-time funds				
Projected Surplus/Deficit (Grand Total Revenue – Grand Total Costs) (see 20.h.i. & 20.h.ii).	-$59,564	-$4,536	-$670	$2,454

23) Facilities/Space Utilization for New Academic Program Information

Facilities Information — Please Complete the table below.

			Total GSF
a.	**Indicate the floor area required for the program in gross square feet (gsf). When addressing space needs, please take into account the projected enrollment growth in the program over the next 10 years.**		2,527
b.	**Indicate if the new program will require new space or use existing space. (Place an "x" beside the appropriate selection.)**		
	Type of Space		**Comments**
i.	Construction of new space is required (x).		Not at the current time
ii.	Existing space will require modification (x).	X	The addition of several outlets in Ramsey 110 will be required
iii.	If new construction or renovation of existing space is anticipated, provide the justification for the need.		The program will be purchasing several electrical high-low tables and electrical laboratory equipment. There are not enough electrical outlets in the current space to accommodate this addition.
iv.	Are there any accreditation standards or guidelines that will impact facilities/space needs in the future? If so, please describe the projected impact.		Not at the current time
v.	Will this program cause any impact on the campus infrastructure, such as parking, power, HVAC, other? If yes, indicate the nature of the impact, estimated cost, and source of funding.		None anticipated
vi.	Indicate whether existing space will be used.	X	
c.	**If new space is anticipated, provide information in the spaces below for each category listed:**		
i.	Provide the estimated construction cost.		N/A
ii.	Provide the estimated total project budget cost.		N/A
iii.	Specify the proposed funding source.		N/A
iv.	What is the availability of funds?		N/A
v.	When will the construction be completed and ready for occupancy? (Indicate semester and year).		N/A
vi.	How will the construction be funded for the new space/facility?		N/A

vii.	Indicate the status of the Project Concept Proposal submitted for consideration of project authorization to the Office of Facilities at the BOR. Has the project been authorized by the BOR or appropriate approving authority?	N/A

d.	**If existing space will be used, provide information in the space below.**
	Provide the building name(s) and floor(s) that will house or support the program. Indicate the campus, if this is part of a multi-campus institution and not physically located on the main campus. Please do not simply list all possible space that could be used for the program. We are interested in the actual space that will be used for the program and its availability for use.
	The faculty of the new M.S.A.T. program are currently housed in Ramsey Center and will remain in their current offices (Ramsey 367, 369, 371, 373). Ramsey Room 110 is currently designated as an undergraduate Athletic Training Laboratory. With the discontinuation of the undergraduate program, this space will be used for the proposed graduate program. In addition to Ramsey 110, a simulation laboratory (Ramsey 223) currently used for the undergraduate program will now be used with the graduate program. Collaboration has occurred between the Medical Partnership, and use of the gross anatomy laboratory (Russell Hall) has been authorized on the Health Sciences campus. Additional classroom space used will go through Central Scheduling of existing classrooms at UGA.

e.	**List the specific type(s) and number of spaces that will be utilized (e.g. classrooms, labs, offices, etc.)**				
i.	**No. of Spaces**	**Type of Space**		**Number of Seats**	**Assignable Square Feet (ASF)**
	1	Classrooms			664
	1	Labs (dry)			802
	1	Labs (wet) – Russell Hall GAL			1560
		Meeting/Seminar Rooms			
	4	Offices			568
	1	Other (specify)	Simulation lab		493
Total Assignable Square Feet (ASF)					4,087

ii.	If the program will be housed at a temporary location, please provide the information above for both the temporary space and the permanent space. Include a time frame for having the program in its permanent location.
	N/A

Chief Business Officer or Chief Facilities Officer Name & Title	Phone No.	Email Address
Andrew Garber	706-542-7486	agarber@uga.edu
	Signature	
Note: A Program Manager from the Office of Facilities at the System Office may contact you with further questions separate from the review of the new academic program.		

FINAL NOTE:
Appendices that do not apply to the proposed program should not be attached.

APPENDIX I

Appendix A	CAATE Professional Degree Statement
Appendix B	Commission on Accreditation of Athletic Training Education 2020 Standards for Accreditation of Professional Athletic Training Programs.
Appendix C	Proposed Course Descriptions
Appendix D	Credit Hour Waiver Request
Appendix E	Evidence of Master of Science in Athletic Training Degree offering in the University of Georgia System

Appendix A: CAATE Accreditation Mandate for Transition to the Master's Level

available upon request

APPENDIX B: Commission on Accreditation of Athletic Training Education 2020 Standards for Accreditation of Professional Athletic Training Programs.

available upon request

Appendix C: M.S.A.T. Course Descriptions

Prefix	Course Number	Name	Hours	Course Description	Prerequisites
ATTR	6000	Clinical Anatomy for Athletic Training I	2	This course includes advanced study to include gross and surface anatomy, kinesiologic and biomechanical principles, as well as functional anatomy of the spine and upper extremities.	Admission into the M.S.A.T. Program
ATTR	6010	Clinical Anatomy for Athletic Training II	2	This course includes advanced study to include gross and surface anatomy, kinesiologic and biomechanical principles, as well as functional anatomy of the lower extremities, brain, spinal cord, and internal organs.	Admission into the M.S.A.T. Program
ATTR	6100	Introduction to Athletic Training Clinical Practice	2	This course will teach students foundational clinical skills needed for the prevention, evaluation, and treatment of musculoskeletal injuries.	Admission into the M.S.A.T. Program
ATTR	6200	Clinical Medicine I	3	This is the first course in a series designed to introduce students to the pathophysiology, evaluation, treatment, and relevant pharmacology for non-orthopedic conditions in Athletic Training.	Admission to, and good standing in, the M.S.A.T. Program
ATTR	6210	Clinical Medicine II	3	This is the second course in a series designed to introduce students to the pathophysiology, evaluation, treatment, and relevant pharmacology for non-orthopedic conditions in Athletic Training.	Admission to, and good standing in, the M.S.A.T. Program
ATTR	6300	Therapeutic Interventions I	1	This course is designed to introduce students to foundations, theories, and techniques regarding treatment interventions. Interventions include pain modulation, pharmacology, and therapeutic exercise.	Admission into the M.S.A.T. Program

Prefix	Course Number	Name	Hours	Course Description	Prerequisites
ATTR	6310	Therapeutic Intervention II	2	This course is designed to introduce students to foundations, theories, and techniques regarding treatment intervention to include therapeutic modalities such as electricity and sound.	Admission to, and good standing in, the M.S.A.T. Program
ATTR	6320	Therapeutic Intervention III	2	This course is designed to introduce students to foundations, theories, and techniques regarding treatment Interventions, including laser and light techniques, soft tissue mobilizations, complementary and alternative medicine techniques, and joint immobilizations.	Admission to, and good standing in, the M.S.A.T. Program
ATTR	6500	Clinical Evaluation and Treatment: Emergent Conditions	3	This course will teach athletic training students skills and techniques required to examine, recognize/diagnose, and manage emergent conditions.	Admission into the M.S.A.T. Program
ATTR	6510	Clinical Evaluation and Treatment: Spine and Trunk	4	This course is designed to teach students pathomechanics, recognition, evaluation, treatment, and therapeutic interventions of conditions found in the cervical, thoracic and lumbar spine, pelvis, trunk, and temporomandibular joint.	Admission to, and good standing in, the M.S.A.T. Program
ATTR	6520	Clinical Evaluation and Treatment: Brain	3	This course includes integrative study of brain. Topics including anatomy, neuroscience, neuroplasticity, and the recognition, evaluation, treatment, and interventions of acute, chronic, and degenerative conditions of the brain will be covered.	Admission to, and good standing in, the M.S.A.T. Program

Prefix	Course Number	Name	Hours	Course Description	Prerequisites
ATTR	6530	Clinical Evaluation and Treatment: Foot, Ankle and Lower leg	3	This course is designed to teach students pathomechanics, recognition, evaluation, treatment, and therapeutic interventions of conditions found in the lower extremity.	Admission to, and good standing in, the M.S.A.T. Program
ATTR	6540	Clinical Evaluation and Treatment: Knee and Hip	3	This course is designed to teach students pathomechanics, recognition, evaluation, treatment, and therapeutic interventions of conditions found in the knee and hip.	Admission to, and good standing in, the M.S.A.T. Program
ATTR	6550	Clinical Evaluation and Treatment: Shoulder	3	This course is designed to teach students biomechanics, pathomechanics, recognition, evaluation, treatment, and therapeutic interventions of conditions found in the shoulder.	Admission to, and good standing in, the M.S.A.T. Program
ATTR	6560	Clinical Evaluation and Treatment: Elbow, wrist and hand	3	This course is designed to teach students biomechanics, pathomechanics, recognition, evaluation, treatment, and therapeutic interventions of conditions found in the elbow, wrist, and hand.	Admission to, and good standing in, the M.S.A.T. Program
ATTR	7000	Evidence Based Practice I	1	This course is designed to introduce the athletic training student to research methods to facilitate translation of scientific inquiry to clinical practice.	Admission to, and good standing in, the M.S.A.T. Program

Prefix	Course Number	Name	Hours	Course Description	Prerequisites
ATTR	7010	Evidence Based Practice II	1	This course is designed to introduce the athletic training student to statistical analysis of scientific inquiry.	Admission to, and good standing in, the M.S.A.T. Program
ATTR	7020E	Evidence Based Practice III	1	This course is designed to teach students clinically-applicable statistical analysis in order to critically evaluate research and determine the impact to clinical practice.	Admission to, and good standing in, the M.S.A.T. Program
ATTR	7030	Evidence Based Practice IV	1	This course will prepare students to disseminate scientific research.	Admission to, and good standing in, the M.S.A.T. Program
ATTR	7040	Advanced Research Skills in Athletic Training	Var 1 – 3 Rep to 3 credits	This course will prepare students to undertake independent research by introducing literature review skills, scientific writing techniques, methodology design, and implementation. Additionally, students will gain advanced understanding of statistical analyses related to common clinical sports medicine research designs.	Admission to, and good standing in, the M.S.A.T. Program
ATTR	7100E	Psychological and Social Considerations in Healthcare	3	This course is designed to prepare students to prevent, identify, support, and appropriately treat and refer patients with psychological disorders or concerns. This course will also prepare students to practice in a manner that is empathetic and respects the cultures, values, and socioeconomic status of patients.	Admission to, and good standing in, the M.S.A.T. Program

Prefix	Course Number	Name	Hours	Course Description	Prerequisites
ATTR	7200	Clinical Imaging and Diagnostic Procedures	3	This course provides fundamental clinical knowledge of commonly utilized diagnostic procedures in sports medicine.	Admission to, and good standing in, the M.S.A.T. Program
ATTR	7210	Special Populations and Disabilities	1	This course is designed to introduce athletic training students to the evaluation, treatment, and medical considerations for those with mental, developmental, and physical disabilities.	Admission to, and good standing in, the M.S.A.T. Program
ATTR	7300	Injury Prevention, Performance Enhancement and Wellness	3	This course provides students with advanced theories and policies of public health, prevention and treatment programs in the communities, evaluation and integration of epidemiological data, injury prevention techniques, as well as theories, concepts, and techniques regarding return to activity progression and training.	Admission to, and good standing in, the M.S.A.T. Program
ATTR	7400E	Healthcare Management	3	This course is designed to introduce students to the legal and ethical practice of an athletic trainer while teaching administrative and management concepts, skills, and techniques.	Admission to, and good standing in, the M.S.A.T. Program
ATTR	7500	Special Topics in Athletic Training	2	This course is designed to prepare students for advanced clinical practice.	Admission to, and good standing in, the M.S.A.T. Program

Prefix	Course Number	Name	Hours	Course Description	Prerequisites
ATTR	7600	Clinical Integration I	1	This course is designed to integrate didactic knowledge and clinical practice through collaboration, problem solving, and critical thinking. The focus of this course will be the evaluation and treatment of emergent, non-orthopedic, brain, and spinal conditions.	Admission to, and good standing in, the M.S.A.T. Program
ATTR	7610	Clinical Integration II	1	This course is designed to integrate didactic knowledge and clinical practice through collaboration, problem solving, and critical thinking. The focus of this course will be the evaluation and treatment of orthopedic and non-orthopedic conditions.	Admission to, and good standing in, the M.S.A.T. Program
ATTR	7620	Clinical Integration III	1	This course is designed to integrate didactic knowledge and clinical practice through collaboration, problem solving, and critical thinking. This is a capstone course to prepare students for autonomous clinical practice.	Admission to, and good standing in, the M.S.A.T. Program
ATTR	7700	Transition to the Athletic Training Profession	1	This course is designed to prepare students for the transition from student to the athletic training professional.	Admission to, and good standing in, the M.S.A.T. Program
ATTR	7800	Clinical Education I	1	Designed to introduce the student to the practice of an athletic trainer through clinical education at an approved clinical education site.	Admission into the M.S.A.T. Program
ATTR	7810	Clinical Education II	3	Designed to introduce the student to the practice of an athletic trainer through clinical education at an approved clinical education site.	Admission to, and good standing in, the M.S.A.T. Program

Prefix	Course Number	Name	Hours	Course Description	Prerequisites
ATTR	7820	Clinical Education III	3	Designed to introduce the student to the practice of an athletic trainer through clinical education at an approved clinical education site.	Admission to, and good standing in, the M.S.A.T. Program
ATTR	7830	Clinical Education IV	1	Designed to introduce the student to the practice of an athletic trainer through clinical education at an approved clinical education site.	Admission to, and good standing in, the M.S.A.T.
ATTR	7840	Clinical Education V	6	Designed to introduce the student to the practice of an athletic trainer through clinical education at an approved clinical education site.	Admission to, and good standing in, the M.S.A.T.
ATTR	7850	Clinical Education VI	3	Designed to introduce the student to the practice of an athletic trainer through clinical education at an approved clinical education site.	Admission to, and good standing in, the M.S.A.T.

Appendix D: Credit Hour Waiver Request

Request for waiver to degree credit-hour length

1. Degree requested for an extension of credit hours: Master of Science in Athletic Training M.S.A.T.)

2. Rationale for credit hour increase:

   The M.S.A.T. program is a professional healthcare degree that is required to be taught entirely at the graduate level, as per CAATE Accreditation requirements. The amount and intensity of the content required is well beyond what can be instructed during a 36 credit-hour program. In addition to professional content requirements, the CAATE requires the foundational knowledge of statistics, research design, epidemiology, pathophysiology, biomechanics, pathomechanics, exercise physiology, nutrition, human anatomy, pharmacology, public health, healthcare delivery systems, and payor systems. Clinical education is required to occur over a two-year span.

   Nationally, program semester credit hours range from 39 credit hours to 98 credit hours, all completed in no more than 6 semesters. Many programs with fewer credit hour requirements (<60) have been in place prior to the recent release of the standards, which will go into effect in 2020. Curricular revisions are being conducted in several of these programs currently in order to meet the new standards, and it is likely others will also need to increase credit hours to cover the required content. The Master of Science in Athletic Training program will require the completion of 79 semester hours over a six-semester program (completion of the thesis option will require 88 semester hours). This program includes 17 hours of clinical education and 62 hours of didactic preparation. With the highly competitive field of Athletic Training and the critical nature of the profession that includes the health and safety of their patients, it is vital that UGA stay in the forefront of educating future athletic trainers.

3. External accrediting body that has mandated a change to curricula nationwide:

   The Commission on Accreditation of Athletic Training Education (CAATE) is the accrediting body for athletic training education.

4. Documentation of external accrediting body requirements:

   The 2020 Standards for Accreditation of Professional Athletic Training Programs, including the content areas, can be found in Appendix B.

5. Curriculum program of study before and after the increase.

   This is a new program of study.

Program of Study (79 hours)

Course Prefix	Course Number	Course Title	Hours
Summer I			
ATTR	6000	Clinical Anatomy for Athletic Training I	2
ATTR	6010	Clinical Anatomy for Athletic Training II	2
ATTR	6500	Clinical Evaluation and Treatment: Emergent Conditions	3
ATTR	6300	Therapeutic Interventions I	1
ATTR	6100	Introduction to Athletic Training Clinical Practice	2
ATTR	7800	Clinical Education I	1
Fall I			
ATTR	6510	Clinical Evaluation and Treatment: Spine & Trunk	4
ATTR	6520	Clinical Evaluation and Treatment: Brain	3
ATTR	6200	Clinical Medicine I	3
ATTR	6310	Therapeutic Interventions II	2
ATTR	7600	Clinical Integration I	1
ATTR	7000	Evidence Based Practice I	1
ATTR	7810	Clinical Education II	3
Spring I			
ATTR	6530	Clinical Evaluation and Treatment: Foot, Ankle and Lower Leg	3
ATTR	6540	Clinical Evaluation and Treatment: Knee and Hip	3
ATTR	6210	Clinical Medicine II	3
ATTR	6320	Therapeutic Intervention III	2
ATTR	7610	Clinical Integration II	1
ATTR	7010	Evidence Based Practice II	1
ATTR	7820	Clinical Education III	3
Summer II			
ATTR	6550	Clinical Evaluation and Treatment: Shoulder	3
ATTR	6560	Clinical Evaluation and Treatment: Elbow, Wrist and Hand	3
ATTR	7830	Clinical Education IV	1
ATTR	7100E	Psychological and Social Considerations in Healthcare	3
Fall II			
ATTR	7400E	Healthcare Management	3
ATTR	7020E	Evidence Based Practice III	1
ATTR	7840	Clinical Education V	6

Course Prefix	Course Number	Course Title	Hours
Spring II			
ATTR	7500	Special Topics in Athletic Training	2
ATTR	7200	Clinical Imaging and Diagnostic Procedures	3
ATTR	7210	Special Populations and Disabilities	1
ATTR	7700	Transition to the Athletic Training Profession	1
ATTR	7620	Clinical Integration III	1
ATTR	7030	Evidence Based Practice IV	1
ATTR	7300	Injury Prevention, Performance Enhancement and Wellness	3
ATTR	7850	Clinical Education VI	3

M.S.A.T. Program of Study – Thesis Option (88 hours)

Course Prefix	Course Number	Course Title	Hours
Summer I			
ATTR	6000	Clinical Anatomy for Athletic Training I	2
ATTR	6010	Clinical Anatomy for Athletic Training II	2
ATTR	6500	Clinical Evaluation and Treatment: Emergent Conditions	3
ATTR	6300	Therapeutic Interventions I	1
ATTR	6100	Introduction to Athletic Training Clinical Practice	2
ATTR	7800	Clinical Education I	1
ATTR	7040	Advanced Research Skills In Athletic Training	Var 1-3
Fall I			
ATTR	6510	Clinical Evaluation and Treatment: Spine & Trunk	4
ATTR	6520	Clinical Evaluation and Treatment: Brain	3
ATTR	6200	Clinical Medicine I	3
ATTR	6310	Therapeutic Interventions II	2
ATTR	7600	Clinical Integration I	1
ATTR	7000	Evidence Based Practice I	1
ATTR	7810	Clinical Education II	3
ATTR	7040	Advanced Research Skills In Athletic Training	Var 1-3
Spring I			
ATTR	6530	Clinical Evaluation and Treatment: Foot, Ankle and Lower Leg	3
ATTR	6540	Clinical Evaluation and Treatment: Knee and Hip	3
ATTR	6210	Clinical Medicine II	3
ATTR	6320	Therapeutic Intervention III	2
ATTR	7610	Clinical Integration II	1
ATTR	7010	Evidence Based Practice II	1
ATTR	7820	Clinical Education III	3
ATTR	7040	Advanced Research Skills In Athletic Training	Var 1-3

Course Prefix	Course Number	Course Title	Hours
Summer II			
ATTR	6550	Clinical Evaluation and Treatment: Shoulder	3
ATTR	6560	Clinical Evaluation and Treatment: Elbow, Wrist and Hand	3
ATTR	7830	Clinical Education IV	1
ATTR	7100E	Psychological and Social Considerations in Healthcare	3
Fall II			
ATTR	7400E	Healthcare Management	3
ATTR	7020E	Evidence Based Practice III	1
ATTR	7840	Clinical Education V	6
KINS	7300	Master's Thesis	3
Spring II			
ATTR	7500	Special Topics in Athletic Training	2
ATTR	7200	Clinical Imaging and Diagnostic Procedures	3
ATTR	7210	Special Populations and Disabilities	1
ATTR	7700	Transition to the Athletic Training Profession	1
ATTR	7620	Clinical Integration III	1
ATTR	7030	Evidence Based Practice IV	1
ATTR	7300	Injury Prevention, Performance Enhancement and Wellness	3
ATTR	7850	Clinical Education VI	3
KINS	7300	Master's Thesis	3

6. Statement of impact on students and student matriculation

   Students will matriculate through this program in a cohort. The proposed number of credit hours is necessary for students to receive a comprehensive and thorough grasp of the subject matter.

7. Statement of impact on faculty and faculty workload.

   Faculty workload will not be affected. Core Faculty will no longer be required to teach in the B.S.Ed program and will be reassigned to the M.S.A.T program. Part-time faculty currently used in the B.S.Ed program will no longer be required, but, will now be used in the M.S.A,T program.

Appendix E

Evidence of Master of Science in Athletic Training Degree offering in the University of Georgia System

available upon request

Approvals on File

Proposal: Major in Athletic Training (M.S.A.T.)

College: College of Education

Department: Kinesiology

Proposed Effective Term: Summer 2021

Department:

- Kinesiology Department Head Dr. Janet Buckworth, 9/24/19

School/College:

- College of Education Associate Dean Dr. Stacey Neuharth-Pritchett, 9/19/19

Graduate School:

- Graduate School Interim Dean Dr. Ron Walcott, 11/22/19