



ACADEMIC PROGRAM PROPOSAL FORM
(Revised: March 2022)

DIRECTIONS: Use this form when proposing a new major or primary field of study, new emphasis (BAS only), or new degree or certificate (30+credits) program. For more detail on the NSHE program approval process, see the last page of this form.

DATE SUBMITTED: April 2022

Date of AAC Approval:
06-08-22

INSTITUTION: University of Nevada, Las Vegas

REQUEST TYPE: New Degree
 New Major or Primary Field of Study
 New Emphasis (BAS only)

Date of Board Approval:

DEGREE: Check applicable box

- | | |
|---|--|
| <input type="checkbox"/> Certificate: 30+ Credits | <input type="checkbox"/> Associate of Arts (AA) |
| <input type="checkbox"/> Associate of Science (AS) | <input type="checkbox"/> AA/AS |
| <input type="checkbox"/> Associate of Applied Science (AAS) | <input type="checkbox"/> Bachelor of Applied Science (BAS) |
| <input type="checkbox"/> Bachelor of Arts (BA) | <input type="checkbox"/> Bachelor of Science (BS) |
| <input checked="" type="checkbox"/> Master of Science (MS) | <input type="checkbox"/> Master of Arts (MA) |
| <input type="checkbox"/> Doctor of Philosophy (Ph.D.) | <input type="checkbox"/> Other or Named Degree: _____ |

MAJOR OR PRIMARY FIELD OF STUDY (i.e. Animal Science): Athletic Training

INCLUDED IN THE NSHE PLANNING REPORT: Yes No

(Website for NSHE Planning Reports: <https://nshe.nevada.edu/administration/academic-student-affairs/reporting/planning/>)

TOTAL NUMBER OF CREDITS TO PROGRAM COMPLETION: 61

PROPOSED SEMESTER/TERM OF IMPLEMENTATION: Summer 2025

Action requested (specify full program title):

UNLV is requesting approval of a new Master of Science in Athletic Training based in the School of Integrated Health Sciences, Department of Kinesiology and Nutrition Sciences.

A. Brief description and purpose of proposed program. For proposed certificates (30+ credits), provide any existing degree or program under which the certificate falls.

The Master of Science in Athletic Training will provide specialized education in athletic training as a nationally accredited program through the Commission on Accreditation of Athletic Training Education (CAATE). Individuals interested in becoming an athletic trainer must graduate with a master's level degree in Athletic Training from an accredited athletic training program to be eligible for the National Board of Certification (BOC) exam. The proposed program includes educational opportunities in athletic training, including injury prevention, injury clinical evaluation and diagnosis, immediate and emergency care, treatment and rehabilitation, plus organization and professional health and well-being. Individuals interested in athletic training employment in professional sports, collegiate sports, secondary and intermediate schools, performing arts, military, and industrial settings will benefit from this degree.

The accrediting agency on athletic training, the Commission on Accreditation of Athletic Training Education (CAATE), established a new standard, which requires accredited professional athletic training programs to grant a master's level degree in athletic training, elevating the educational requirement from a bachelor's degree. This decision was formed by the [Athletic Training Strategic Alliance](#), which is composed of:

- Board of Certification, Inc. (BOC) - credentialing agency for athletic trainers,
- Commission on Accreditation of Athletic Training Education (CAATE) - athletic training education accreditation agency,
- National Athletic Trainers' Association (NATA) - professional membership organization for athletic trainers,
- National Athletic Trainers' Association Research and Education Foundation (NATA Foundation) - philanthropic arm of the National Athletic Trainers' Association.

One component of this decision was based on a Professional Degree Work Group that was formed to critically examine the appropriate degree level for athletic training professional education. This group created and presented a [Professional Degree White Paper](#) to summarize their findings and recommendations, concluding that the appropriate degree level is at the master's degree.

UNLV's B.S. Athletic Training was approved for elimination by the Nevada System of Higher Education Board of Regents at the December 2021 meeting and the program is in the teach-out phase. All students currently in the B.S. Athletic Training program will graduate by spring 2025.

B. Provide a list and description of institutionally approved expected student learning outcomes
Expected Student Learning Outcomes

Students will be able to:

1. Use evidence-based practice concepts through critical thinking, scientific inquiry and clinical application.
2. Utilize innovative didactic and clinical experiences in the core competency areas:
 - Patient-Centered Care
 - Interprofessional Practice and Interprofessional Education
 - Evidence-Based Practice
 - Quality Improvement
 - Health Care Informatics
 - Professionalism
3. Develop and implement strategies and programs to prevent the incidence and reduce the severity of injuries and illnesses, optimizing overall patient wellness and quality of life.

4. Demonstrate strong clinical examination, assessment, and diagnosis skills, based on an understanding of anatomy, physiology, and biomechanics allowing them to accurately formulate a differential diagnosis and develop an appropriate plan of care.
5. Demonstrate the knowledge and skills necessary for immediate management of acute illnesses and injuries and emergency care.
6. Develop and implement therapeutic interventions designed to maximize a patient's participation and health-related quality of life.
7. Describe and practice health care administration and professional responsibility including: medical classification systems, health care delivery mechanisms, insurance, electronic health records, patient data privacy and protection, and facility management.
8. Recognize abnormal social, emotional, and mental behaviors in their patients and possess the ability to intervene and refer these individuals as necessary.
9. Transition to practice within the limits of state and national regulation using moral and ethical judgment, while working collaboratively with other health care professionals, referring patients appropriately when such referral is warranted.

C. Provide an institutionally approved plan for assessing student learning outcomes

See attached Appendix A, pages 1-2.

D. Contribution and relationship of program objectives to

i. NSHE Master Plan / Strategic Goals

a. Access – *Increase participation in postsecondary education*

NSHE has identified that approximately 26% of Nevadans between the ages of 18-24 are enrolled in higher education, compared to the national average of 36%. The M.S. Athletic Training program can increase participation in higher education and provide improved access by focusing on recruiting prospective students in Nevada who are interested in working in the evolving sports industry. The proposed program will be the only accredited athletic training program in Nevada, so prospective students in Nevada interested in athletic training will have direct access to apply to this program.

b. Success – *Increase student success*

Students will progress through a "lockstep" curriculum, with students completing and graduating in two years. The proposed program will replace the current undergraduate athletic training program that has a three-year aggregate graduation rate of 98%. Statistics provided by a Commission on Accreditation of Athletic Training Education report indicated the national graduation percentages for Master's level athletic training programs were 83% in 2018 and 74% in 2019.

The program curriculum will be enhanced by integrating classroom instruction with a wide array of clinical internships and supplemental educational opportunities with professionals from the community. UNLV has consistently fielded requests from local sports or healthcare organizations to hire UNLV graduates, providing substantial opportunities for job placement upon graduation.

c. Close the Achievement Gap – *Close the achievement gap among underserved populations*

In 2022, UNLV was ranked third in the [U.S. News and World Report's annual Campus Ethnic Diversity rankings](#) of diverse universities for undergraduates. The University has placed in the top ten for the past ten years. UNLV is designated as a Minority-Serving Institution (MSI), a Hispanic-Serving Institution (HSI), and an Asian American and Native American Pacific Islander-Serving Institution (AANAPISI). As the institution consistently demonstrates a dedication to serving a diverse population, it is positioned to prepare students from underserved populations.

According to a recent Commission on Accreditation of Athletic Training Education Analytic Report on enrollment in accredited athletic training programs nationally, graduate programs have higher percentages of enrolling underserved populations compared to undergraduate program enrollment.

As a component of Commission on Accreditation of Athletic Training Education accreditation requirements, the program must demonstrate systematic diversity, equity, inclusion, and social justice efforts in its development, design, and delivery. This includes recruiting and retaining diverse faculty, students, and clinical preceptors.

d. Workforce – *Collaboratively address the challenges of the workforce and industry education needs of Nevada*

The proposed M.S. Athletic Training will provide a solution for an existing workforce need in Nevada. The demand for athletic trainers in Nevada is currently greater than the supply. Conversations with employers such as Cirque Du Soleil, UNLV Athletics, and Dignity Health have indicated that community stakeholders are having significant challenges filling athletic training positions, with substantial upward pressure on salaries. The discipline of athletic training requires highly qualified, licensed healthcare professionals who render service or treatment under the direction of or in collaboration with a physician. The skills and knowledge needed for this profession require a high level of education. The body of knowledge required to practice athletic training has expanded dramatically since the approval of the first undergraduate athletic training majors in the early 1980s. Combining an undergraduate degree and a professional master's degree will more effectively enable students to acquire the necessary competencies for entry-level practice. Another drastic expansion within the athletic training profession is the settings in which these healthcare professionals can be employed. In addition to traditional sports settings, athletic trainers can also work in physician offices, physical therapy clinics, industrial settings, with the military, and in performing arts. This requires the educational program to have an innovative curriculum that encompasses the vast demands of each of these settings. The proposed program will provide the workforce needed while addressing the unique challenges of identifying the skills and knowledge distinctively essential to Nevada.

e. Research – *Co-develop solutions to the critical issues facing 21st century Nevada and raise the overall research profile*

Not applicable to the proposed program.

ii. Institutional mission and core themes

The UNLV Top Tier 2.0 Mission Statement addresses world-class education, groundbreaking research, scholarship, creative activities, and cutting-edge interdisciplinary healthcare. The proposed M.S. Athletic Training is a clinical healthcare program that will serve the community's healthcare needs by producing skilled and licensed healthcare providers prepared to work within the interdisciplinary sports medicine team model. The M.S. Athletic Training program will focus on educating practitioners with the most current evidence-based knowledge and clinical techniques while fostering exceptional scholarship and research throughout the curriculum.

Core Area: Student Achievement - UNLV recruits, retains, and graduates a diverse body of students through innovative learning experiences, access to mentoring and research opportunities, and the vibrant campus community.

The M.S. Athletic Training will accomplish this core area with a didactic/clinical model approach focused on strategic recruitment, retention, progression, and completion of a diverse student population. In this model, instruction and learning will occur in the formal classroom setting augmented with psychomotor experiences. Additionally, community-based clinicians will supervise and mentor students in a structured internship. This educational model improves the student experience, making students more likely to remain in and graduate from the program. Concerning diversity, the program faculty anticipate that the new program will continue the patterns of the current B.S. program on this metric, as outlined in the following table. The group of clinical internship mentors is diverse, which provides numerous opportunities for students to interact with those from similar backgrounds and other backgrounds.

This core area will also be addressed by offering an athletic training program built for the 21st-century economy. This program will utilize established community partners and develop new partnerships to ensure that students are adequately prepared to be valued by employers in the region.

Demographics For Each Cohort By Gender and Ethnicity												
Year	Female	Male	Trans	Hispanic	American Indian	Asian	Black	Pacific Islander	White	Other	2 or More	Unknown
2017	9	4	0	1	0	3	0	0	8	1	0	0
2018	10	4	0	4	0	2	0	0	6	4	2	0
2019	8	6	0	4	0	1	1	0	7	4	0	1
2020	10	4	0	3	0	1	1	1	8	3	0	0
2021	7	9	0	4	0	2	0	0	7	4	3	0
2020	10	5	0	3	0	1	1	1	8	0	3	0
2021	7	9	0	4	0	2	0	0	7	5	2	0
2022	10	5	0	3	0	4	0	0	5	3	3	0
2023	11	3	1	5	1	2	0	0	7	5	0	0
Total	82	49	1	31	1	10	3	2	44	16	8	1

Core Area: Research, Scholarship, and Creative Activity - UNLV fosters a climate of innovation in which faculty and students produce high-quality, widely disseminated, and influential research, scholarship, and creative activities.

The program may generate high-quality scholarship, as students will have the opportunity to produce a culminating project, with mentorship from faculty actively engaged in scholarly activities. These projects may include but are not limited to professional papers, systematic reviews, meta-analyses, community-based service-learning projects, and case studies. The students will also have scholarly opportunities within the UNLV Sports Research and Innovation Initiative. During the 2019 legislative session, the Governor's Office of Economic Development provided funding for UNLV to develop the Sport Research and Innovation Initiative. The proposed M.S. Athletic Training will align well to support this initiative, as a focus of the initiative is workforce development in the sports industry. It is anticipated that some students will have the opportunity to intern with faculty in this area to further the Initiative's research/educational mission.

Core Area: UNLV Health – UNLV Health will be recognized by our community stakeholders, healthcare professionals and strategic partners as the national leader in advancing academic health through transformational innovation. We will be known as a steward of the community, driving the continuum of support in all areas of health.

As a component of the School of Integrated Health Sciences, the proposed M.S. Athletic Training will provide direct healthcare to student-athletes at UNLV and physically active individuals in the community. For example, 2020's undergraduate athletic training program students volunteered approximately 6,244 clinical internship hours providing medical services for 11 UNLV teams, and 7,779 hours at 19 community internship sites. Upon graduation, students will be eligible to obtain national certification and state licensure to enter the workforce and practice clinically. Students in the program will also work directly with faculty and clinicians from the UNLV School of Medicine in both didactic and clinical settings.

Core Area: Community Partnerships - UNLV leverages our strengths to develop strong partnerships that are mutually beneficial, promote the value of the university, and enrich the intellectual and cultural vitality of the valley.

The M.S. Athletic Training will position student interns with community partners throughout the Las Vegas Valley. The proposed program plans to utilize nonprofit/community organizations and private sector internship sites, including high schools, junior colleges, professional sports teams, physician offices, and community healthcare centers as internship sites. Students will gain experience and knowledge at these sites, and they will simultaneously engage with community stakeholders while demonstrating the value of UNLV community partnerships. Unlike the previous undergraduate program, the M.S. Athletic Training will be active during the majority of the summer. This will allow for a lengthy clinical immersion with several additional partnerships anticipated to be added, including with the Las Vegas Aviators, the Las Vegas Aces, and the Las Vegas Raiders.

iii. Campus strategic plan and/or academic master plan

The proposed program can contribute to UNLV's Top Tier 2.0 Strategic Plan including the mission and several core areas. As a clinical education focused program, the M.S. Athletic Training will serve to promote community well-being through education of a diverse student population who will provide clinical services to the region.

Core Area, Student Achievement – Program Faculty will actively recruit and focus on retaining well-qualified students from the regional undergraduate programs. The proposed program will provide students with innovative learning experiences through contemporary instruction and clinical internships. Students will be mentored by faculty and professionals within the community throughout this program for the internship experience. The proposed program will aim for a 98% graduation rate or higher.

Core Area, UNLV Health – The proposed program will be structured to prepare the students as a competent, practice-ready workforce. As dictated by the required accreditation standards, the program's curriculum will provide the students with an abundance of clinical integration proficiencies to prepare them to become licensed healthcare providers. A cornerstone of the athletic training education model focuses on the interdisciplinary healthcare model since athletic trainers often serve as their patients' custodians to the broader sports medicine team.

Core Area, Community Partnerships – The proposed program will utilize existing community connections and partnerships established by the high-achieving undergraduate athletic training

program it will be replacing. The structure of the M.S Athletic Training will allow the opportunity to create new and unique community partnerships that were not possible for the undergraduate program.

iv. Other programs in the institution

The related program are the B.S. and M.S. Kinesiology which support the Athletic Training program with courses.

v. Other related programs in the System

UNLV currently has the only accredited athletic training program (Bachelor of Science in Athletic Training) in the state of Nevada, which is in the teach-out process and is scheduled to finish in spring 2025.

vi. If the program was not included in the NSHE Planning Report, please explain why.

It is on the Planning Report.

E. Evaluation of need for the program

i. The need for the program and the data that provides evidence of that need

The profession of Athletic Training is an integral component of the sports industry. Athletic trainers provide services encompassing the prevention, examination, diagnosis, treatment, and rehabilitation of emergent, acute, or chronic injuries and medical conditions to all types of patients, including athletes. As of 1990, Athletic Training has been recognized by the American Medical Association (AMA) as a healthcare profession. The discipline requires highly qualified, licensed healthcare professionals who render service or treatment under the direction of or in collaboration with a physician. The skills and knowledge needed for this profession require a high level of education.

Athletic Training Facts:

- Athletic trainers acquire formal education in human anatomy and physiology, exercise physiology, kinesiology, biomechanics, statistics, risk management, injury prevention, therapeutic modalities, psychology, nutrition, therapeutic exercise, orthopedic clinical evaluation, first aid and emergency care, and health care administration.
- Athletic trainers must pass a comprehensive exam to earn the certified athletic trainer (ATC) credential, after they have been deemed eligible to graduate from an approved accredited program. An independent national board - Board of Certification for the Athletic Trainer (BOC) - credentials athletic trainers.
- Athletic trainers must renew certification by completing 50 hours of approved, medically related continuing education content every 2 years.
- Athletic trainers are first responders for acute injuries and medical emergencies; they also evaluate, diagnose, treat, rehabilitate, prevent, and manage musculoskeletal injuries.
- Athletic trainers coordinate patient care with physicians and other allied health professionals, such as registered dietitians, psychologists, physical therapists, physician assistants, emergency medical technicians, paramedics, and exercise physiologists.
- Athletic trainers work closely with sports performance specialists such as coaches, strength and conditioning experts, and sports scientists.

- Athletic trainers must adhere to the requirements of state licensing boards. Athletic training licensure/regulation presently exists in 49 states, including Nevada.

The economic climate in southern Nevada has created a greater demand for athletic trainers. Over the last three years, the Las Vegas Valley has experienced significant economic growth within the sports industry. This includes a variety of new sport organizations that moved to Las Vegas since 2017:

- Ultimate Fighting Championship (UFC) Performance Institute
- National Hockey League (NHL) Vegas Golden Knights,
- Women’s National Basketball Association (WNBA) Las Vegas Aces
- United Soccer League (USL) Las Vegas Lights
- Major League Baseball (MLB) Triple-A minor-league Las Vegas Aviators
- National Football League (NFL) Las Vegas Raiders
- American Hockey League (AHL) Henderson Silver Knights
- Indoor Football League (IFL) Vegas Knight Hawks

All of these organizations employ athletic trainers as part of their sports medicine team.

Other employment opportunities for athletic trainers within a traditional sports setting include athletic departments with University of Nevada, Las Vegas (UNLV), University of Nevada, Reno (UNR), College of Southern Nevada (CSN), and high schools from several school districts in Nevada, including Clark County School District (CCSD). CCSD is the largest setting for athletic trainers within Nevada. CCSD contracts with Dignity Health to provide athletic training services. Dignity Health is one of the largest health systems in the nation, with 400 care sites across a 22-state network, including 39 hospitals. In southern Nevada, Dignity Health currently has 55 athletic training positions assigned to both public and private high schools.

Las Vegas is also the host to numerous large-scale sporting events and tournaments that visit annually. Pre-pandemic, Dignity Health provided athletic training services in Nevada for over 115 special events in the 2018-2019 academic year, totaling over 4,400 hours of medical coverage by employed athletic trainers.

Although Athletic Training as a profession is commonly associated with sports, these healthcare professionals are also employable in various non-traditional settings, such as Amazon, Bed, Bath & Beyond, Lifetime Fitness, Cirque du Soleil, Nellis Air Force Base, Goode Surgical, DonJoy Performance, and many physical therapy and orthopedic physician clinics. The majority of these organizations require a minimum of a master’s degree to apply for athletic training positions. Athletic trainers in these positions can provide education for injury prevention, health and wellness promotion, and immediate treatment and rehabilitation of injuries, helping these companies keep their workers healthy while minimizing workers' compensation claims.

The chart below shows where some of UNLV’s undergraduate athletic trainers work:

Las Vegas Employment Settings	Current Number of UNLV Athletic Training Graduates
Professional Sports	2
Collegiate Sports	10

Secondary and Intermediate Schools	16
Industry Settings (e.g. retail, manufacturing, fitness, etc.)	4
Performing Arts	2
Military	3
Physician Offices	8
Medical Device Companies	3

ii. Student population to be served

The proposed UNLV M.S. Athletic Training would continue to provide the only route to the certification in Nevada for students interested in becoming an athletic trainer. To be eligible for the national certification exam and become credentialed as a certified athletic trainer (ATC), a student must graduate from a Commission on Accreditation of Athletic Training Education accredited program. The proposed M.S. Athletic Training will provide students with an evidence-based practice approach to patient care with a structured curriculum that is designed to enhance their knowledge and skills.

Interest by prospective students for the undergraduate athletic training program has exceeded program capacity for many years. However, it is understood that interest in the long-standing undergraduate program does not necessarily translate into the proposed M.S. Athletic Training degree. Each year, the program hosts an informational application meeting for prospective students to attend. It is common for approximately 50 students to attend this meeting. Data from the undergraduate program indicate that more students apply than are accepted each year. From 2014 to 2021, 28.5 students have formally applied each year for the program's 15 positions. As anticipated, undergraduate student application numbers have declined since 2020, when the undergraduate program was designated to be eliminated. As of Spring 2022, there are 39 students in the undergraduate program.

As of December 2021, there are 259 accredited Master’s programs in the United States. Upon review, the average cohort size of the programs at Research 1 (Very High Research Activity) institutions is 14. This was also the average class size when surveyed in 2019. The Board of Certification publishes summary data each year to show the number of students who completed the national board exam for the first time, regardless of degree level. In 2011-2012, most of the accredited programs were at the Bachelor’s level, but in 2019-2020 the majority of programs had transitioned to the Master’s level. During this time, the number of students initially sitting for the board of certification exam has increased:

Board of Certification exam first time candidates:
2011-2012 = 3,634 candidates
2019-2020 = 3,913 candidates

iii. Procedures used in arriving at the decision to offer the program

The process of developing this degree began in 2018 due to the Commission on Accreditation of Athletic Training Education (CAATE) establishing a new standard, which now requires accredited professional athletic training programs to grant a Master’s degree in Athletic Training beginning fall 2025. Upon notification of this change, support was acquired from UNLV

administration, School of Integrated Health Sciences leadership, community partners, and students. This support was largely attributed to the success of the existing undergraduate athletic training program, which has a rich 40-year history (established in 1981) and a reputation as an outstanding academic program. A large percentage of the practicing athletic trainers in Nevada are graduates of the UNLV program. It is a model for institutional community engagement with clinical internship placements throughout the Las Vegas valley. As with all healthcare professions, athletic training seeks to diversify its workforce, and UNLV's athletic training student body reflects a level of diversity that is the envy of many academic programs. The success rate of UNLV's athletic training students on the national Board of Certification examination is among the nation's highest. UNLV's intercollegiate athletic programs and sports medicine staff provide internship opportunities for students that create a mutually beneficial relationship, which reduces healthcare delivery costs for UNLV Athletics, and provides exceptional experiential learning for the athletic training students.

Between 2019-2020, undergraduate program faculty conducted a review of athletic training programs at peer Research 1 (Very High Research Activity) institutions across the nation; this review concluded that the proposed program would be viable at UNLV.

In the fall of 2021, the School of Integrated Health Sciences hired two consultants from peer institutions to evaluate the feasibility of transitioning the existing program to a Master's degree. The consultant report generated the following summary:

“It is the opinion of the consultants that UNLV has the ingredients for a seamless transition from the undergraduate to Master of Athletic Training program. A number of factors could contribute to a unique and exceptional program, including the rich clinical environment in Las Vegas, the diversity of students, and a committed community and alumni base. The consultants recognize the financial challenges and implications the institution faces. However, it is recommended that UNLV consider the impact the Athletic Training program has, and would continue to have, on the health care of physically active individuals in the state of Nevada, the greater Las Vegas area, and UNLV student athletes.”

iv. Organizational arrangements required within the institution to accommodate the program

The proposed program will be housed within the School of Integrated Health Sciences, in the Department of Kinesiology and Nutrition Sciences. The faculty who will teach classes in this program currently reside within the department and have expertise in athletic training.

v. The timetable, with dates, for implementation steps

If the proposal is approved by the NSHE Academic Affairs Council in June 2022 and then approved by the Board of Regents in September 2022, substantive change forms will be submitted to the Commission on Accreditation of Athletic Training Education, the accrediting agency in October 2022. In December 2022, the mini self-study will be due and the site visit will take place in spring 2023. The accrediting agency will notify UNLV in summer 2023 whether the transition to the master's degree is approved. If it is approved, admissions will open in fall 2024. In spring 2025, the teach out of undergraduate program will be complete and the master's degree courses will begin in summer 2025.

vi. If this or a similar program already exists within the System, what is the justification for this addition? Please describe the nature and extent of the consultation with other institutions that have similar programs.

There is no similar program in any NSHE institution or elsewhere in Nevada.

vii. Evidence of employment opportunities for graduates (state and national). Include information on institutional review of the need for the program based on data from the Nevada P-20 Workforce Research Data System and/or any other applicable sources.

Occupational employment statistics from the U.S. Department of Labor - Bureau of Labor Statistics provide national estimates for the Athletic Training profession (<https://www.bls.gov/oes/current/oes299091.htm#nat>). The Bureau of Labor Statistics projects a favorable job market for athletic training: "Employment of athletic trainers is projected to grow 23 percent from 2020 to 2030, much faster than the average for all occupations."

Graduates from the proposed program can seek employment in numerous settings locally, statewide, regionally, and nationally, including, but not limited to:

Secondary schools: Public and private secondary schools present abundant job possibilities for athletic trainers. Many athletic trainers also teach classes at the high school level. The American Medical Association recommends certified athletic trainers be employed in every high school across the country. According to the 2020 results of a nation-wide Athletic Training Location and Services (ATLAS) Mapping Project, 64% of all public and private secondary schools receive athletic training services. This finding demonstrates the potential for expanding future employment opportunities for the 36% of secondary schools in the nation that do not receive athletic training services.

Colleges and universities: Certified athletic training positions in colleges and universities typically fall into two categories: athletic department staff and dual appointment instructor/athletic trainer.

Professional sports: Athletic trainers work year-round, evaluating, treating, and rehabilitating professional athletes in nearly all professional sports.

Sports medicine clinics: This expanding setting allows athletic trainers to work with various healthcare professionals and a diverse patient population. This setting includes physical therapy clinics, orthopedic physician offices and performance training facilities.

Military: Each branch of the U.S. military is increasing its use of athletic trainers. They are a part of the healthcare team for active-duty injured service personnel, on-and off-base fitness and wellness centers, new recruit readiness programs, and pre-enlistment readiness programs, and established military school sports teams.

Performing Arts: Athletic trainers deliver specialized injury prevention and rehabilitative care to performers, dancers, musicians, and vocalists.

Industrial and commercial: This category includes athletic training employees delivering healthcare and wellness education to workers in those settings.

viii. Detailed curriculum proposal

Representative course of study by year (options, courses to be used with/without modification; new courses to be developed)

As the proposed program is for a new degree, all courses listed below will be new courses to be developed with the exception of KIN 750, which is an existing course in the Department of Kinesiology and Nutrition Sciences.

First Year, Summer Session 2 (4 credits)

Introduction to Athletic Training, 1 credit
Acute Care in Athletic Training, 3 credit

First Year, Summer Session 3 (6 credits)

Orthopedic Assessment of Lower Extremity Injuries, 4 credits
AT Clinical I - Evidence Based Practice, 2 credits

First Year, Fall (9 credits)

Orthopedic Assessment of Upper Extremity Injuries, 4 credits
AT Clinical II - Lower Extremity Assessment, 5 credits

First Year, Spring (13 credits)

Therapeutic Rehabilitation, 4 credits
Therapeutic Modalities, 4 credits
AT Clinical III - Upper Extremity Assessment, 5 credits

Second Year, Summer Session 2 (6 credits)

Prevention and Pathomechanics of Orthopedic Injuries, 3 credits
KIN 750 Research Methods in Kinesiology and Nutrition Sciences Research, 3 credits

Second Year, Summer Session 3 (3 credits)

AT Clinical IV - Immersive Clinical Experience, 3 credits

Second Year, Fall (12 credits)

Pathophysiology and Intervention for General Medical Conditions, 3 credits
Comprehensive Care of Concussions and Psychosocial Conditions, 3 credits
AT Clinical V - Technology in Modalities & Rehabilitation, 5 credits
Transition to Practice - 1 credit

Second Year, Spring (8 credits)

Principles of Healthcare Administration in Athletic Training, 3 credits
AT Clinical VI - Culminating Experience, 5 credits

Program entrance requirements

The following requirements are considered for admission into the M.S. Athletic Training degree: All applicants must review and follow the Graduate College Admission and Registration requirements as outlined in the Admissions section of the Graduate Catalog.

Prior to entering the program, applicants must complete all prerequisite courses and earn a baccalaureate degree from an accredited college or university. There is no preference given to any particular baccalaureate degree.

A minimum overall undergraduate grade point average of 3.0 on a 4.0 scale is required, with a minimum average of 3.0 on a 4.0 scale for prerequisite courses.

Applicants must complete and submit the M. S. Athletic Training program application.

The following are required with your application to the program:

- Two professional letters of recommendation.
- Knowledge of the field through clinical observation hours (a minimum of 50 hours)
- An interview with program faculty.

Prerequisite Course Policies

- Achieve a minimum overall GPA of 3.0 or higher for the prerequisite courses
- Earn a “C” letter grade or better for each prerequisite course
- All classes must be taken at the university level

Prerequisite Courses

- Biology - 1 course
- Chemistry with Lab -1 course
- Physics with Lab - 1 course
- Human Anatomy with Lab - 1 course
- Human Physiology with Lab - 1 course
- Statistics - 1 course
- Biomechanics - 1 course
- Exercise Physiology - 1 course
- Nutrition - 1 course
- Psychology - 1 course
- Emergency Management of Injuries/Illnesses - 1 course

ix. Program completion requirements (credit hours, grade point average; subject matter distribution, preprogram requirements)

Complete 61 credit hours of approved courses as described in the program plan, including completion of the required hours of clinical internship and completion of a culminating project or comprehensive examination in the Culminating Experience class (5 credits). Students must maintain a cumulative grade point average of 3.00 or above for each semester enrolled. This requires receiving a grade of B- or above in all required athletic training courses. Students who do not maintain a 3.00 average or who receive any grade less than a B- in any course at the end of the semester will be notified in writing and placed on probation at that time. A second grade of C+ or lower received in any course in the ensuing semester or failure to restore the cumulative average to 3.00 or above during the ensuing semester will bring about separation from the program.

x. Accreditation consideration (organization (if any) which accredits program, requirements for accreditation, plan for attaining accreditation - include costs and time frame)

The Commission on Accreditation of Athletic Training Education (CAATE) serves as the body that accredits programs such as the one proposed. As UNLV currently has an undergraduate program in good standing, the accrediting agency allows the university to transition the degree level while maintaining ongoing accreditation. Upon approval of the proposed program by UNLV, NSHE, and the Northwest Commission on Colleges and Universities, the program will complete a Mini Self-Study to CAATE and submit an application fee of \$3,000 for a change of degree. The CAATE must be notified of the intent to change the degree no later than October 1st, 2022, and the Mini Self-Study will be due on December 1st, 2022. The CAATE will complete a site visit during the spring of 2023 to determine accreditation status.

xi. For certificates only: Name of any state, national and/or industry recognized certification(s) or licensing examination(s) for which certificate prepares the student, if applicable

N/A

F. Method of Delivery (for the purpose of state authorization [SARA])

i. How will this academic program be delivered when the program begins? (mark all that apply)

- 100% face-to-face courses

- Hybrid (some online courses, some face-to-face courses)
- 100% online courses

ii. Learning Placements

Does the academic program have learning placements (e.g. internships, externships, clinical placements, student teaching, etc.) that *may take place outside the state of Nevada*?

- Yes
- No

G. Institutional Review Process

i. Date of Faculty Review (may include additional information, as needed)

The faculty within the department were involved in discussions about the proposed program on several occasions. During a department meeting on December 10, 2021 the faculty were provided with a video summarizing the M.S. Athletic Training. Open discussion was encouraged and faculty were given the opportunity to ask questions.

On March 25, 2022, department faculty were provided with the approved pre-proposal document and a draft of the proposed curriculum; during this meeting, open discussion was encouraged and faculty were given the opportunity to ask questions.

An official department vote was taken during the week of 4/4/22, with the following results: 18 yes, 2 no.

The School of Integrated Health Sciences vote results were: yes 32, no 5, abstain 0.

ii. Describe the process for review and approval by the appropriate academic policy body of the institution

The Office of the Executive Vice President and Provost approved the degree concept in 2021 and the Graduate College in spring 2022. The full proposal was approved in May 2022 by the Graduate Programs Committee and the Office of the Executive Vice President and Provost.

H. Readiness to begin program

i. List the educational and professional qualifications of the faculty relative to their individual teaching assignments

Faculty A, Senior Lecturer in the Department of Kinesiology and Nutrition Sciences, Master's level graduate faculty status; 9 credits per semester teaching load dedicated to program specific courses. 3 credit release for program administration. This faculty member is expected to serve as the Program Director for this program. Professional qualifications require this faculty member to be a certified athletic trainer and be in good standing with the Board of Certification, as well as a current Nevada state athletic training license and be in good standing with the Nevada State Board of Athletic Trainers.

Faculty B, Senior Lecturer in the Department of Kinesiology and Nutrition Sciences, Master's level graduate faculty status; 9 credits per semester teaching load dedicated to program specific courses. 3 credit release for program administration. This faculty member is expected to serve as the Coordinator of Clinical Education. Professional qualifications require this faculty member to be a certified athletic trainer and be in good standing with the Board of Certification, as well as a current Nevada state athletic training license and be in good standing with the Nevada State Board of Athletic Trainers.

Faculty C, Associate Professor in the Department of Kinesiology and Nutrition Sciences, full graduate faculty status; 50% FTE dedicated to the program; minimum 3 credits per semester teaching load. This faculty member is expected serve as the third core faculty for the program. Professional qualifications require this faculty member to be a certified athletic trainer and be in good standing with the Board of Certification, as well as a current Nevada state athletic training license and be in good standing with the Nevada State Board of Athletic Trainers.

ii. List the anticipated sources or plans to secure qualified faculty and staff

All courses required for this degree will be taught by current UNLV faculty. The program will share administrative support services with the Department of Kinesiology and Nutrition Sciences.

iii. Contribution of new program to department's existing programs (both graduate and undergraduate) and contribution to existing programs throughout the college or university

The proposed program will contribute to the Kinesiology and Nutrition Sciences department offerings within the School of Integrated Health Sciences. As the only athletic training program in Nevada, the proposed program will serve students graduating from undergraduate programs seeking a master's degree specialization in athletic training.

iv. Recommendations from prior program review and/or accreditation review teams

Commission on Accreditation of Athletic Training Education On-Site Visit Report
Recommendations, 07/23/21:

1. Evaluate the possibility of collaboration with the nursing programs for the purpose of sharing resources, including the simulation laboratory.
2. Consider expanding the general medical rotation beyond the one-week immersion on-campus.
3. Encourage the use of current terminology including reference to athletic trainer, athletic training student, athletic training clinic, the distribution of Standards by CAATE rather than the NATA, and the BOC rather than NATA-BOC. Additionally, continue to encourage the emphasis on clinical education as a learning environment rather than a "work" environment, which is still presented by most students, preceptors, and staff.
4. For affiliate agreements under the umbrella organization Select Physical Therapy, consider including preceptor signatures, in addition to the current signatures of a program representative and facility administrator. These additional signatures will indicate an understanding and agreement to supervise and mentor students.
5. Evaluate the inclusion of research methods topics (or course) within the curriculum.
6. As suggested by students and on-campus preceptors, evaluate the possibility of adding off-campus therapeutic rehabilitation opportunities to further emphasize this content area.
7. Consider collaborating with other departments for exposure to the cadaver anatomy lab to complement course instruction.
8. While this process has been initiated, continue to foster the unique opportunities for clinical experiences with the performing arts and mixed martial arts in the Las Vegas area.
9. Continue to evaluate the instruction, continuity, and learning outcomes as related to courses taught by the Part-Time Instructors and Graduate Assistants for meeting of objectives aligned with the program mission and goals.
10. Continue to assess the quality of the football clinical experience at UNLV. Although progress has been made, there is still concern as evidenced by comments from the students that more time could be dedicated to clinical skill development and application.

- v. **Is this program designed to meet educational requirements for a specific professional license or certification that is required for employment in an occupation, or is advertised as meeting such requirements?**

- Yes
 No

I. Resource Analysis

- i. **Proposed source of funds (enrollment-generated state funds, reallocation of existing funds, grants, other state funds)**

The proposed program will be supported with enrollment-generated state funds and will request differential fees.

- ii. **Each new program approved must be reviewed for adequate full-time equivalent (FTE) to support the program in the fifth year. Indicate if enrollments represent 1) students formally admitted to the program, 2) declared majors in the program, or 3) course enrollments in the program.**

- a. **(1) Full-time equivalent (FTE) enrollment in the Fall semester of the first, third, and fifth year.**

1st Fall semester 9

3rd Fall semester 18

5th Fall semester 18

- (2) Explain the methodology/assumptions used in determining projected FTE figures.**

The projected FTE was determined by multiplying the number of students times the number of credits they will be taking (9) and then dividing that number by 12. For example, in the 1st Fall semester, the formula is $FTE = (12 \times 9) / 12$.

- b. **(1) Unduplicated headcount in the Fall semester of the first, third, and fifth year.**

1st Fall semester 12

3rd Fall semester 24

5th Fall semester 24

- (2) Explain the methodology/assumptions used in determining projected headcount figures.**

The projected headcount is based on data collected for Athletic Training Programs at Research 1 universities across the country. Examples of Research 1 universities accredited by the Northwest Commission on Colleges and Universities with an Athletic Training Program include Oregon State University, University of Utah, and Washington State University.

- iii. **Budget Projections – Complete and attach the Five-Year Program Cost Estimate and Resource Requirements Table.**

See attached Cost Estimate.

J. Facilities and equipment required

i. Existing facilities: type of space required, number of assignable square feet, space utilization assumptions, special requirements, modifications, effect on present programs

The existing undergraduate Athletic Training Program has a dedicated well-equipped teaching lab (1,228 sq ft) in the Rod Lee Bigelow Health Sciences building on the fourth floor. This classroom has a max capacity of 22. The proposed program will use this space as a dedicated classroom. There should be no impact on other programs, and no special requirements or modifications are anticipated.

ii. Additional facilities required: number of assignable square feet, description of space required, special requirements, time sequence assumed for securing required space

No additional facilities will be required.

iii. Existing and additional equipment required

The proposed M.S. Athletic Training will be an accredited program and must meet specific standards outlined by the CAATE. Several standards require the program to purchase and use expendable supplies and capital equipment necessary for teaching an up-to-date athletic training curriculum. Currently, the department has all supplies and equipment that CAATE requires and will be able to maintain them.

K. Describe the adequacy and availability of library and information resources

The current resources offered by the library include the core disciplinary journals needed. This was confirmed by the Health Sciences Librarian in February 2021.

L. Student services

As a master's program, the services provided to students are primarily focused on course content and completion. The appropriate faculties will deliver those services. A member of the existing faculty will serve as the program director and communicate regularly with the students. In addition, another current faculty will serve as the coordinator of clinical education and communicate regularly with students and preceptors. The administrative staff of the Department of Kinesiology and Nutrition Sciences will assist with admissions materials, budgeting, and course scheduling. Students will interact with the Graduate College as would any other graduate students, including admissions, progression, and completion requirements. The Graduate College has indicated it can deliver the necessary resources to the students in this program.

i. Describe the capacity of student support services to accommodate the program. Include a description of admissions, financial aid, advising, library, tutoring, and others specific to the program proposal

The program faculty will manage the program's admissions process and academic advising. Financial aid, library, and tutoring student support services will be the same as are currently used by the UNLV's graduate students. No new support services will be needed to accommodate the proposed program.

ii. Describe the implications of the program for services to the rest of the student body

There should not be any impact to the student body.

M. Consultant Reports – If a consultant was hired to assist in the development of the program, please complete subsections A through C. A copy of the consultant's final report must be on record at the requesting institution.

i. Names, qualifications and affiliations of consultant(s) used

Amanda Benson, PhD, LAT, ATC
Assistant Program Director Athletic Training Education
Professor of Professional Practice
Louisiana State University

David H. Perrin, PhD, FNATA
Dean and Professor
College of Health
Department of Physical Therapy and Athletic Training
University of Utah

ii. Consultant's summary comments and recommendations

The consultants appreciated the opportunity to review the proposed Master of Athletic Training program at UNLV. It is the opinion of the consultants that UNLV has the ingredients for a seamless transition from the undergraduate to Master of Athletic Training program. A number of factors could contribute to a unique and exceptional program, including the rich clinical environment in Las Vegas, the diversity of students, and a committed community and alumni base. The consultants recognize the financial challenges and implications the institution faces. However, it is recommended that UNLV consider the impact the Athletic Training program has, and would continue to have, on the health care of physically active individuals in the state of Nevada, the greater Las Vegas area, and UNLV student athletes.

Recommendations

- If the institution determines that the Athletic Training Program will transition to a master's degree, this should be done swiftly so that the program can perform a substantive change for the CAATE from an undergraduate program to a master's program as opposed to a new degree program. This will eliminate completing an additional full self-study. Deadlines for this transition as it relates to UNLV can be obtained from the CAATE.
- Consider marketing of the program to target out of state students as UNLV is extremely affordable as compared to other institutions in the region.
- Consideration should be given to how the potential elimination of the athletic training program would affect UNLV athletics, area high schools, and the future job force for athletic trainers in healthcare systems in the state of Nevada.
- Consider seeking out affiliations and potential funding opportunities with professional sport teams and new industry such as Amazon in the Greater Las Vegas area.
- Discuss potential scholarship opportunities or partnerships with Dignity Health as they are the largest employer of Athletic Trainers in the Greater Las Vegas area.
- Review the research initiatives identified by the NATA Foundation as UNLV and the surrounding communities may provide unique opportunities for grant funding.

iii. Summary of proposer's response to consultants

No formal response was required for the consultants and the proposers are in agreement with the consultant's conclusions and recommendations.

N. Articulation Agreements

i. Articulation agreements were successfully completed with the following NSHE institutions. (Attach copies of agreements)

N/A

- ii. **Articulation agreements have not yet been established with the following NSHE institutions. (Indicate status)**

N/A

- iii. **Articulation agreements are not applicable for the following institutions. (Indicate reasons)**

N/A

O. Summary Statement

The Master of Science in Athletic Training degree is designed for students interested in injury/illness prevention, wellness promotion/education, and treatment/rehabilitation of injuries or medical conditions related to physically active populations. Students who complete the Master of Science in Athletic Training degree will graduate from an accredited program (CAATE). Upon graduation, students will be eligible to take the National Board of Certification examination to become a Certified Athletic Trainer. This will be the only accredited Athletic Training program in Nevada. The substantial growth of the sports industry in Las Vegas has created an increased demand for athletic trainers. This program will prepare a highly qualified workforce to fill this demand while also fulfilling the needs of UNLV and the Nevada System of Higher Education.

NSHE Academic Program Proposal - Five-Year Program Cost Estimate and Resource Requirements

Enter N/A if the information is not applicable to the program proposal

Program Resource Requirements. Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first, third and fifth fiscal years of the program. Include reallocation of existing personnel and resources and anticipated or requested new resources. Third and fifth year estimates should be in dollars adjusted for inflation. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Note: This form reflects the NWCCU's Substantive Change Budget Worksheet as of 8/28/17.

College/University: UNLV School of Integrated Health Sciences			Program: Master of Science Athletic Training			
I. PLANNED STUDENT ENROLLMENT						
Note: Enrollment numbers (A + B) for each fiscal year should match the FTE/Headcount numbers in the Academic Program Proposal Form (Sect. I.ii).	FY 1: FY 2025		FY 3: 2027		FY 5: 2029	
	FTE	Headcount	FTE	Headcount	FTE	Headcount
	A. New enrollments to the Institution	9.00	12	18.00	24	18.00
B. Enrollments from Existing Programs		0		0		0
II. REVENUE						
	FY 1: FY 2025		FY 3: FY 2027		FY 5: FY 2029	
	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request						
2. Institution Funds		\$228,409		\$124,142		\$145,630
3. Federal (e.g. grant, appropriation)						
4. New Tuition Revenues (registration fee) from Increased Enrollments*		\$35,424		\$72,144		\$73,656
5. Other Student Fees (associated with the program)* Differential fees		\$67,548		\$135,095		\$135,095
6. Other (i.e., Gifts)						
Total Revenue	\$0	\$331,381	\$0	\$331,381	\$0	\$354,381
Note: Total Revenue (Section I) should match Total Expenditures (Section III)						

NSHE Academic Program Proposal - Five-Year Program Cost Estimate and Resource Requirements

Enter N/A if the information is not applicable to the program proposal

III. EXPENDITURES		FY 1: FY 2025		FY 3: FY 2027		FY 5: FY 2029	
		On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs							
1. FTE (Total FTE for all personnel types)		2.5	0	2.5	0	3	0
	Faculty	1.5		1.5		1.5	
	Adjunct Faculty					0.5	
	Grad Assts						
	Research Personnel						
	Directors/Administrators	1		1		1	
	Administrative Support Personnel						
	Other: _____						
		Expenditures for personnel type below must reflect FTE levels in Section A.1.					
2. Faculty		\$216,000		\$216,000		\$216,000	
3. Adjunct Faculty						\$23,000	
4. Graduate Assistants		\$36,441		\$36,441		\$36,441	
5. Research Personnel							
6. Directors/Administrators							
7. Administrative Support Personnel							
8. Fringe Benefits		\$62,640		\$62,640		\$62,640	
9. Other:							
	Total Personnel Costs	\$315,081	\$0	\$315,081	\$0	\$338,081	\$0

NSHE Academic Program Proposal - Five-Year Program Cost Estimate and Resource Requirements

Enter N/A if the information is not applicable to the program proposal

		FY 1: FY 2025		FY 3: FY 2027		FY 5: FY 2029	
		On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures							
1. Travel		\$5,000		\$5,000		\$5,000	
2. Professional Services (accreditation)		\$6,000		\$6,000		\$6,000	
3. Other Services							
4. Communications							
5. Materials and Supplies (software \$600)		\$2,250		\$2,250		\$2,250	
6. Rentals							
7. Marketing materials and Advertising (recruiting, hosting)		\$2,600		\$2,600		\$2,600	
8. Miscellaneous (professional licensures)		\$450		\$450		\$450	
Total Operating Expenditures		\$16,300	\$0	\$16,300	\$0	\$16,300	\$0

NSHE Academic Program Proposal - Five-Year Program Cost Estimate and Resource Requirements

Enter N/A if the information is not applicable to the program proposal

	FY 1: FY 2025		FY 3: FY 2027		FY 5: FY 2029	
	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay						
1. Library Resources						
2. Equipment						
Total Capital Outlay	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES (IIIA + IIIB + IIIC):	\$331,381	\$0	\$331,381	\$0	\$354,381	\$0
Note: Total Expenditures (Section IIIA-C total) should match Total Revenue (Section I)						

Budget Notes (optional):

3-Year Academic Assessment Plan Cover Sheet

Email to: assessment@unlv.edu

Program Information:

Program Assessed	Master of Science, Athletic Training
Department	Kinesiology and Nutrition Sciences
College	School of Integrated Health Sciences
Department Chair	Dr. John Mercer
Assessment Coordinator	Tedd Girouard
Date Submitted	03/09/2022
Contact Person for This Plan	
Name	Tedd Girouard
Phone	895-5828
Email	tedd.girouard@unlv.edu

Please address the following items:

- What are the student learning outcomes? Please provide a numbered list.
 - *See Attached Spreadsheet, column A*
- **Plans must include a curriculum map showing which courses will address which learning outcomes.** Examples can be found here: <http://provost.unlv.edu/Assessment/map.html>
 - *See Attached Spreadsheet, column B*
- Which learning outcomes will be assessed in each cycle year (i.e., assessment timeline)?
 - *See Attached Spreadsheet, columns D-I*
- How will the learning outcomes be assessed? (Programs must use at least one direct assessment of student learning.)
 - *See Attached Spreadsheet, column C*
- Undergraduate programs should assess at least one University Undergraduate Learning Outcome (UULO) each year, which may or may not overlap with a program learning outcome.
 - Not applicable
- Graduate programs should assess at least one outcome related to one of the following graduate level requirements each year:
 - student engagement in research, scholarship, creative expression and/or appropriate high-level professional practice. (1)
 - activities requiring originality, critical analysis and expertise. (2)
 - the development of extensive knowledge in the field under study. (3)
 - *See Attached Spreadsheet, column K, 1-3 used to indicate which graduate level requirement is being assessed.*
- What is your plan for sharing the assessment results and acting on them (i.e., closing the loop)?

Plan For Sharing Assessment Results:

Athletic Training Faculty Members and selected clinical preceptors will meet formally each year to evaluate the previous year's assessment results. During this meeting, the program will also re-assess the tools of evaluation. The program will share significant aspects of the assessment results with clinical preceptors at regularly scheduled formal preceptor trainings. Assessment results will also be shared with students in the program at the annual fall orientation. Students will be provided with a summary of important feedback that is anonymously provided.

The UNLV Athletic Training Program is nationally accredited and, as such, is required to assess the program and report assessment results each fall. This information will be shared with assessment officials from the accrediting body, and feedback is provided to the program to determine appropriate assessment of the program.

Plan For Action:

The program relies on assessment to determine the quality of instruction in the classroom and clinical internships. After gathering and interpreting assessment data, decisions will be driven by the program's stakeholders to determine whether/what changes will be necessary. If the data suggest that the outcome is met, the plan for the subsequent year will be to continue monitoring the outcome to ensure consistency in quality.

If the assessment data suggest that the outcome is not met, modifications or refinement measures will be planned for the following year. If these outcome measures are related to curriculum the program faculty will meet to discuss and create an action plan. If the outcome measures are related to clinical internships the program faculty will gather feedback from clinical preceptors to revise existing tools. Implemented modifications will be scrutinized to see if they lead to improvement.

Student Learning Outcomes	Map: Courses SLO Instructed	SLO Assessment Methods	Summer, Year 1	Fall, Year 1	Spring, Year 1	Summer, Year 2	Fall, Year 2	Spring, Year 2	Graduate Learning Outcome [1]
Advocate for the health needs of clients, patients, communities, and populations.	AT Clinical III - Upper Extremity Assessment (3)	Advocacy project: graded promotional material used in a clinical setting			X				
Identify health care delivery strategies that account for health literacy and a variety of social determinants of health.	Pathophysiology and Intervention for General Medical Conditions(5)	Item analysis of related exam questions					X		
Incorporate patient education and self-care programs to engage patients and their families and friends to participate in their care and recovery.	Pathophysiology and Intervention for General Medical Conditions(5)	Patient Education Flyer: graded via rubric					X		
Communicate effectively and appropriately with clients/patients, family members, coaches, administrators, other health care professionals, consumers, payors, policy makers, and others.	Acute Care in Athletic Training (1) AT Clinical III - Upper Extremity Assessment (3)	Mock Interviews: graded, Preceptor observation of student performance in internships	X		X				
Use the International Classification of Functioning, Disability, and Health (ICF) as a framework for delivery of patient care and communication about patient care.	Acute Care in Athletic Training (1) Online training module during annual summer orientation	Quiz	X						
Practice in collaboration with other health care and wellness professionals.	Introduction to Athletic Training (1) Principles of Healthcare Administration in AT (6)	Written paper: graded via rubric	X					X	
Provide athletic training services in a manner that uses evidence to inform practice.	Acute Care in Athletic Training (1) AT Clinical II - Lower Extremity Assessment (2) AT Clinical III - Upper Extremity Assessment (3) AT Clinical V - Technology in Modalities & Rehabilitation (5)	Therapeutic Rehabilitation - Evidence Based Rehabilitation Protocol: graded via rubric	X	X	X		X		2, 3
Use systems of quality assurance and quality improvement to enhance client/patient care.	Principles of Healthcare Administration in AT (6) AT Clinical III - Upper Extremity Assessment (3)	Semester Goals Worksheet: Preceptor observation of student performance in internship			X			X	
Apply contemporary principles and practices of health informatics to the administration and delivery of patient care, including (but not limited to) the ability to do the following: (1) Use data to drive informed decisions; (2) search, retrieve, and use information derived from online databases and internal databases for clinical decision support; (3) maintain data privacy, protection, and data security; (4) use medical classification systems (including International Classification of Disease codes) and terminology (including Current Procedural Terminology); (5) use an electronic health record to document, communicate, and manage health-related information, mitigate error, and support decision making.	Principles of Healthcare Administration in AT (6)	Exam Question						X	
	Principles of Healthcare Administration in AT (6)	Semester Project						X	
	Principles of Healthcare Administration in AT (6)	Semester Project						X	
	Principles of Healthcare Administration in AT (6)	Semester Project						X	
Practice in a manner that is congruent with the ethical standards of the profession.	Introduction to Athletic Training (1) Principles of Healthcare Administration in AT (6)	Introduction to AT - Kahoot	X					X	
Practice health care in a manner that is compliant with the BOC Standards of Professional Practice and applicable institutional/organizational, local, state, and federal laws, regulations, rules, and guidelines. Applicable laws and regulations include (but are not limited to) the following: Requirements for physician direction and collaboration; Mandatory reporting obligations;	Introduction to Athletic Training (1) Principles of Healthcare Administration in AT (6)	Exam Question	X					X	
Health Insurance Portability and Accountability Act (HIPAA); Family Education Rights and Privacy Act (FERPA); Universal Precautions/OSHA Bloodborne Pathogen Standards;	Principles of Healthcare Administration in AT (6)	Quiz Question						X	
Regulations pertaining to over-the-counter and prescription medications.	Introduction to Athletic Training (1) Principles of Healthcare Administration in AT (6)	Exam Question	X					X	
Self-assess professional competence and create professional development plans according to personal and professional goals and requirements.	Acute Care in Athletic Training (1) AT Clinical II - Lower Extremity Assessment (2) AT Clinical III - Upper Extremity Assessment (3) AT Clinical V - Technology in Modalities & Rehabilitation (5)	Quiz, Practical, Exam	X						
Advocate for the profession. Advocacy for the profession takes many shapes. Examples include educating the general public, public sector, and private sector; participating in the legislative process; and promoting the need for athletic trainers.	Introduction to Athletic Training (1) Principles of Healthcare Administration in AT (6)	Midterm Evaluation Form on ATrack and Midterm Advising Meetings	X	X	X		X		
Develop a care plan for each patient. The care plan includes (but is not limited to) the following:	Introduction to Athletic Training (1) Principles of Healthcare Administration in AT (6)	Advocacy Letter	X					X	
Assessment of the patient on an ongoing basis and adjustment of care accordingly;	AT Clinical II - Lower Extremity Assessment (2) AT Clinical III - Upper Extremity Assessment (3) AT Clinical V - Technology in Modalities & Rehabilitation (5)	Clinical Class 2: Case Study		X	X		X		
Collection, analysis, and use of patient-reported and clinician-rated outcome measures to improve patient care;	AT Clinical II - Lower Extremity Assessment (2) AT Clinical III - Upper Extremity Assessment (3) Therapeutic Rehabilitation (3)	Clinical Class 2: Case Study		X	X		X		
		Semester Goals Worksheet		X	X				

Consideration of the patient's goals and level of function in treatment decisions;	AT Clinical II - Lower Extremity Assessment (2) AT Clinical III - Upper Extremity Assessment (3) AT Clinical V - Technology in Modalities & Rehabilitation (5)	Clinical Class 2: Case Study		X	X			X		
Discharge of the patient when goals are met or the patient is no longer making progress;	AT Clinical V - Technology in Modalities & Rehabilitation (5)	Modalities & Rehabilitation Case Study						X		
Referral when warranted	AT Clinical II - Lower Extremity Assessment (2) AT Clinical III - Upper Extremity Assessment (3) AT Clinical V - Technology in Modalities & Rehabilitation (5)	Clinical Class 2: Case Study		X	X			X		
Evaluate and manage patients with acute conditions, including triaging conditions that are life threatening or otherwise emergent. These include (but are not limited to) the following conditions:										
Cardiac compromise (including emergency cardiac care, supplemental oxygen, suction, adjunct airways, nitroglycerine, and low-dose aspirin)	Acute Care in Athletic Training (1) Pathophysiology and Intervention for General Medical Conditions (5)	Acute Care in Athletic Training - practical exams	X					X		
Respiratory compromise (including use of pulse oximetry, adjunct airways, supplemental oxygen, spirometry, meter-dosed inhalers, nebulizers, and bronchodilators)	Acute Care in Athletic Training (1)	Acute Care in Athletic Training practical exam Triaging acute conditions spreadsheet assignment	X							
Conditions related to the environment: lightning, cold, heat (including use of rectal thermometry)	Acute Care in Athletic Training (1) Pathophysiology and Intervention for General Medical Conditions (5)	Acute Care in Athletic Training practical exam Triaging acute conditions spreadsheet assignment	X					X		
Cervical spine compromise	Acute Care in Athletic Training (1)	Acute Care in Athletic Training practical exam Triaging acute conditions spreadsheet assignment	X							
Traumatic brain injury	Acute Care in Athletic Training (1) Orthopedic Assessment of Upper Extremity Injuries (2) Pathophysiology and Intervention for General Medical Conditions (5)	Acute Care in Athletic Training practical exam Triaging acute conditions spreadsheet assignments	X	X			X			
Internal and external hemorrhage (including use of a tourniquet and hemostatic agents)	Introduction to Athletic Training (1) Acute Care in Athletic Training (1)	Acute Care in Athletic Training practical exam	X							
Fractures and dislocations (including reduction of dislocation)	Acute Care in Athletic Training (1)	Acute Care in Athletic Training practical exam	X							
Anaphylaxis (including administering epinephrine using automated injection device)	Acute Care in Athletic Training (1) Pathophysiology and Intervention for General Medical Conditions (5)	Acute Care in Athletic Training practical exam Triaging acute conditions spreadsheet assignment	X				X			
Exertional sickling, rhabdomyolysis, and hyponatremia	Acute Care in Athletic Training (1) Pathophysiology and Intervention for General Medical Conditions (5) Prevention and Pathomechanics of Orthopedic Injuries (4)	Acute Care in Athletic Training Triaging acute conditions spreadsheet assignment	X				X	X		
Diabetes (including use of glucometer, administering glucagon, insulin)	Acute Care in Athletic Training (1) Pathophysiology and Intervention for General Medical Conditions (5) Prevention and Pathomechanics of Orthopedic Injuries (4)	Acute Care in Athletic Training Triaging acute conditions spreadsheet assignment	X				X	X		
Drug overdose (including administration of rescue medications such as naloxone)	Acute Care in Athletic Training (1) Pathophysiology and Intervention for General Medical Conditions (5)	Acute Care in Athletic Training quiz/exam	X					X		
Wounds (including care and closure)	Acute Care in Athletic Training (1) Introduction to Athletic Training (1)	Introduction to AT Midterm Exam	X							
Testicular injury	Acute Care in Athletic Training (1) Pathophysiology and Intervention for General Medical Conditions (5)	Acute Care in Athletic Training Triaging acute conditions spreadsheet assignment	X					X		
Other musculoskeletal injuries	Acute Care in Athletic Training (1)	Acute Care in Athletic Training Triaging acute conditions spreadsheet assignment	X							
Perform an examination to formulate a diagnosis and plan of care for patients with health conditions commonly seen in athletic training practice. This exam includes the following:										
Obtaining a medical history from the patient or other individual	AT Clinical II - Lower Extremity Assessment (2) Orthopedic Assessment of Lower Extremity Injuries (1) Orthopedic Assessment of Upper Extremity Injuries(2) AT Clinical III - Upper Extremity Assessment (3)	Clinical Class 3: practical	X	X	X					
Identifying comorbidities and patients with complex medical conditions	Pathophysiology and Intervention for General Medical Conditions (5)	Pathophysiology and Intervention for General Medical Conditionsexams						X		
Assessing function (including gait)	Orthopedic Assessment of Lower Extremity Injuries (1) Orthopedic Assessment of Upper Extremity Injuries (2) AT Clinical III - Upper Extremity Assessment (3) AT Clinical V - Technology in Modalities & Rehabilitation (5)	Clinical Class 3: practical Assessment- Lower Body practical	X	X	X			X		
Selecting and using tests and measures that assess the following, as relevant to the patient's clinical presentation:										
Cardiovascular system (including auscultation)	Acute Care in Athletic Training (1) Prevention and Pathomechanics of Orthopedic Injuries (4) Pathophysiology and Intervention for General Medical Conditions (5)	Acute Care in Athletic Training Final Exam	X				X	X		

Endocrine system	Acute Care in Athletic Training (1) Prevention and Pathomechanics of Orthopedic Injuries (4) Pathophysiology and Intervention for General Medical Conditions (5)	Prevention and Pathomechanics of Orthopedic Injuries Exam Pathophysiology and Intervention for General Medical Conditions Exam	X			X	X		
Eyes, ears, nose, throat, mouth, and teeth	Acute Care in Athletic Training (1) Orthopedic Assessment of Upper Extremity Injuries (2) AT Clinical III - Upper Extremity Assessment (3)	Assessment- Upper Body quiz/exam	X	X	X				
Gastrointestinal system	Acute Care in Athletic Training (1) Prevention and Pathomechanics of Orthopedic Injuries (4) Pathophysiology and Intervention for General Medical Conditions (5)	Pathophysiology and Intervention for General Medical Conditions Exam & Spreadsheet Assignment	X			X	X		
Genitourinary system	Pathophysiology and Intervention for General Medical Conditions (5) Prevention and Pathomechanics of Orthopedic Injuries (4)	Pathophysiology and Intervention for General Medical Conditions Exam & Spreadsheet Assignment				X	X		
Integumentary system	Pathophysiology and Intervention for General Medical Conditions (5) Prevention and Pathomechanics of Orthopedic Injuries (4)	Pathophysiology and Intervention for General Medical Conditions Exam & Spreadsheet Assignment				X	X		
Mental status	Comprehensive Care of Concussions and Psychosocial Conditions (5)	Exam & Practical					X		
Musculoskeletal system	Orthopedic Assessment of Lower Extremity Injuries(1) Orthopedic Assessment of Upper Extremity Injuries (2) AT Clinical II - Lower Extremity Assessment (2) AT Clinical III - Upper Extremity Assessment (3)	Clinical Class 3: practical	X	X	X				
Neurological system	Orthopedic Assessment of Lower Extremity Injuries (1) Orthopedic Assessment of Upper Extremity Injuries(2) AT Clinical III - Upper Extremity Assessment (3) AT Clinical V - Technology in Modalities & Rehabilitation (5)	Clinical Class 3: practical	X	X	X		X		
Pain level	Therapeutic Modalities (3) AT Clinical II - Lower Extremity Assessment (2)	Therapeutic Modalities quiz/exam		X	X				
Reproductive system	Pathophysiology and Intervention for General Medical Conditions (5) Prevention and Pathomechanics of Orthopedic Injuries (4)	Pathophysiology and Intervention for General Medical Conditions Exam				X	X		
Respiratory system (including auscultation)	Acute Care in Athletic Training (1) Pathophysiology and Intervention for General Medical Conditions (5) Prevention and Pathomechanics of Orthopedic Injuries (4)	Pathophysiology and Intervention for General Medical Conditions Exam & Spreadsheet Assignment	X			X	X		
Specific functional tasks	Therapeutic Rehabilitation (3)	Therapeutic Rehabilitation practical			X				
Evaluating all results to determine a plan of care, including referral to the appropriate provider when indicated	AT Clinical II - Lower Extremity Assessment (2) AT Clinical V - Technology in Modalities & Rehabilitation (5)	Clinical Class 2: case study Clinical Class 5: case study		X					
Perform or obtain the necessary and appropriate diagnostic or laboratory tests—including (but not limited to) imaging, blood work, urinalysis, and electrocardiogram—to facilitate diagnosis, referral, and treatment planning.	Orthopedic Assessment of Lower Extremity Injuries (1) Prevention and Pathomechanics of Orthopedic Injuries (4) Pathophysiology and Intervention for General Medical Conditions (5)	Pathophysiology and Intervention for General Medical Conditions- Urinalyses, EKG, Bloodwork & Exam Questions	X			X	X		
Select and incorporate interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan. Interventions include (but are not limited to) the following:	Therapeutic Rehabilitation (3) AT Clinical V - Technology in Modalities & Rehabilitation (5)	AT Clinical V - Technology in Modalities & Rehabilitation Case Study Therapeutic Rehabilitation Protocol			X		X		2
Therapeutic and corrective exercise	Therapeutic Rehabilitation (3) AT Clinical V - Technology in Modalities & Rehabilitation (5)	AT Clinical V - Technology in Modalities & Rehabilitation Case Study Therapeutic Rehabilitation Protocol			X		X		2
Joint mobilization and manipulation	Therapeutic Rehabilitation (3)	Therapeutic Rehabilitation Protocol			X				2
Soft tissue techniques	Therapeutic Rehabilitation (3) AT Clinical V - Technology in Modalities & Rehabilitation (5)	Therapeutic Rehabilitation Protocol			X		X		2
Movement training (including gait training)	Therapeutic Rehabilitation (3) AT Clinical V - Technology in Modalities & Rehabilitation (5)	Therapeutic Rehabilitation Protocol			X		X		2
Motor control/proprioceptive activities	Therapeutic Rehabilitation (3)	Therapeutic Rehabilitation Protocol			X				2
Task-specific functional training	Therapeutic Rehabilitation (3) AT Clinical V - Technology in Modalities & Rehabilitation (5)	Therapeutic Rehabilitation Protocol			X		X		2
Therapeutic Modalities (3)	Introduction to Athletic Training (1) Therapeutic Modalities (3) AT Clinical V - Technology in Modalities & Rehabilitation (5)	Therapeutic Rehabilitation Protocol	X		X		X		2
Home care management	Therapeutic Rehabilitation (3) AT Clinical II - Lower Extremity Assessment (2)	Clinical Class 2: Case Study		X	X				
Cardiovascular training	Therapeutic Rehabilitation (3)	Therapeutic Rehabilitation Protocol			X				2
Educate patients regarding appropriate pharmacological agents for the management of their condition, including indications, contraindications, dosing, interactions, and adverse reactions.	Pathophysiology and Intervention for General Medical Conditions (5)	Pathophysiology and Intervention for General Medical Conditions Exams & Spreadsheet					X		
Administer medications or other therapeutic agents by the appropriate route of administration upon the order of a physician or other provider with legal prescribing authority.	Acute Care in Athletic Training (1) Pathophysiology and Intervention for General Medical Conditions (5)	Pathophysiology and Intervention for General Medical Conditions Exams & Spreadsheet	X				X		

Evaluate and treat a patient who has sustained a concussion or other brain injury, with consideration of established guidelines:	Comprehensive Care of Concussions and Psychosocial Conditions (5)	Head Injury in Sports Medicine Exam								
Performance of a comprehensive examination designed to recognize concussion or other brain injury, including (but not limited to) neurocognitive evaluation, assessment of the vestibular and vision systems, cervical spine involvement, mental health status, sleep assessment, exertional testing, nutritional status, and clinical interview	Orthopedic Assessment of Upper Extremity Injuries(2) Comprehensive Care of Concussions and Psychosocial Conditions (5)	Assessment- Exam & Practical Head Injury in Sports Medicine Exam			X				X	
Re-examination of the patient on an ongoing basis	Comprehensive Care of Concussions and Psychosocial Conditions (5)	Head Injury in Sports Medicine Exam							X	
Recognition of an atypical response to brain injury	Acute Care in Athletic Training (1) Orthopedic Assessment of Upper Extremity Injuries (2) Comprehensive Care of Concussions and Psychosocial Conditions (5)	Head Injury in Sports Medicine Exam	X	X					X	
Implementation of a plan of care (addressing vestibular and oculomotor disturbance, cervical spine pain, headache, vision, psychological needs, nutrition, sleep disturbance, exercise, academic and behavioral accommodations, and risk reduction)	Comprehensive Care of Concussions and Psychosocial Conditions (5) Summer Orientation	Head Injury in Sports Medicine Exam							X	
Return of the patient to activity/participation	Comprehensive Care of Concussions and Psychosocial Conditions (5) Summer Orientation	Head Injury in Sports Medicine Exam							X	
Referral to the appropriate provider when indicated	Acute Care in Athletic Training (1) Orthopedic Assessment of Upper Extremity Injuries (2) Comprehensive Care of Concussions and Psychosocial Conditions (5)	Head Injury in Sports Medicine Exam	X	X					X	
Identify, refer, and give support to patients with behavioral health conditions. Work with other health care professionals to monitor these patients' treatment, compliance, progress, and readiness to participate. <i>These behavioral health conditions include (but are not limited to) suicidal ideation, depression, anxiety disorder, psychosis, mania, eating disorders, and attention deficit disorders.</i>	Comprehensive Care of Concussions and Psychosocial Conditions (5)	Head Injury in Sports Medicine Exam							X	
Select, fabricate, and/or customize prophylactic, assistive, and restrictive devices, materials, and techniques for incorporation into the plan of care, including the following:	Introduction to Athletic Training (1) Acute Care in Athletic Training (1)	Acute Care in Athletic Training Practical Exams	X							
Durable medical equipment	Introduction to Athletic Training (1) Acute Care in Athletic Training (1)	Acute Care in Athletic Training Midterm Exam & Project	X							
Orthotic devices	Acute Care in Athletic Training (1)	Acute Care in Athletic Training Midterm Exam & Project	X							
Taping, splinting, protective padding, and casting	Introduction to Athletic Training (1) Acute Care in Athletic Training (1)	Acute Care in Athletic Training Midterm Exam & Project	X							
Develop and implement strategies to mitigate the risk for long-term health conditions across the lifespan. These include (but are not limited to) the following conditions:										
Adrenal diseases	Pathophysiology and Intervention for General Medical Conditions (5)	Pathophysiology and Intervention for General Medical Conditions Exam							X	
Cardiovascular disease.	Pathophysiology and Intervention for General Medical Conditions (5)	Pathophysiology and Intervention for General Medical Conditions Exam							X	
Diabetes	Pathophysiology and Intervention for General Medical Conditions (5)	Pathophysiology and Intervention for General Medical Conditions Exam							X	
Neurocognitive disease	Pathophysiology and Intervention for General Medical Conditions (5)	Pathophysiology and Intervention for General Medical Conditions Exam							X	
Obesity	Pathophysiology and Intervention for General Medical Conditions (5)	Pathophysiology and Intervention for General Medical Conditions Exam							X	
Osteoarthritis	Therapeutic Rehabilitation (3)	Therapeutic Rehabilitation Exam and Project				X				
Develop, implement, and assess the effectiveness of programs to reduce injury risk.	AT Clinical III - Upper Extremity Assessment (3) AT Clinical V - Technology in Modalities & Rehabilitation (5)	Immersion Experience Project				X				
Plan and implement a comprehensive preparticipation examination process to affect health outcomes.	Summer Orientation Principles of Healthcare Administration in AT (6)	Principles of Healthcare Administration in AT Quiz								X
Develop, implement, and supervise comprehensive programs to maximize sport performance that are safe and specific to the client's activity.	AT Clinical V - Technology in Modalities & Rehabilitation (5)	Clinical Class 5: Exam							X	
Educate and make recommendations to clients/patients on fluids and nutrients to ingest prior to activity, during activity, and during recovery for a variety of activities and environmental conditions.	Prevention and Pathomechanics of Orthopedic Injuries (4)	Prevention and Pathomechanics of Orthopedic Injuries Exam and Quiz					X			
Educate clients/patients about the effects, participation consequences, and risks of misuse and abuse of alcohol, tobacco, performance-enhancing drugs/substances, and over-the-counter, prescription, and recreational drugs.	Pathophysiology and Intervention for General Medical Conditions (5)	Pathophysiology and Intervention for General Medical Conditions Exam							X	
Monitor and evaluate environmental conditions to make appropriate recommendations to start, stop, or modify activity in order to prevent environmental illness or injury.	Acute Care in Athletic Training (1) Prevention and Pathomechanics of Orthopedic Injuries (4) Summer Orientation Heat Illness presentation	Prevention and Pathomechanics of Orthopedic Injuries Exam	X					X		
Select, fit, and remove protective equipment to minimize the risk of injury or re-injury.	Acute Care in Athletic Training (1) AT Clinical III - Upper Extremity Assessment (3) Summer Orientation	BOC Mock Exam	X			X				3

Select and use biometrics and physiological monitoring systems and translate the data into effective preventive measures, clinical interventions, and performance enhancement.	AT Clinical III - Upper Extremity Assessment (3) Summer Orientation Prevention and Pathomechanics of Orthopedic Injuries (4)	Prevention and Pathomechanics of Orthopedic Injuries Exam					X	X		
Perform administrative duties related to the management of physical, human, and financial resources in the delivery of health care services. These include (but are not limited to) the following duties:										X
Strategic planning and assessment	Principles of Healthcare Administration in AT (6)	Principles of Healthcare Administration Project								X
Managing a physical facility that is compliant with current standards and regulations	Principles of Healthcare Administration in AT (6)	Principles of Healthcare Administration Project								X
Managing budgetary and fiscal processes	Principles of Healthcare Administration in AT (6)	Principles of Healthcare Administration Project								X
Identifying and mitigating sources of risk to the individual, the organization, and the community	Principles of Healthcare Administration in AT (6)	Principles of Healthcare Administration Project								X
Navigating multipayer insurance systems and classifications	Principles of Healthcare Administration in AT (6)	Principles of Healthcare Administration Project								X
Implementing a model of delivery (for example, value-based care model)	Principles of Healthcare Administration in AT (6)	Principles of Healthcare Administration Project								X
Use a comprehensive patient-file management system (including diagnostic and procedural codes) for documentation of patient care and health insurance management.	Principles of Healthcare Administration in AT (6)	Principles of Healthcare Administration Project								X
Establish a working relationship with a directing or collaborating physician. <i>This standard is specific to preparing an athletic trainer to fulfill the Board of Certification Standards of Professional Practice, specifically Standard, "The Athletic Trainer renders service or treatment under the direction of, or in collaboration with a physician, in accordance with their training and the state's statutes, rules and regulations."</i>	Principles of Healthcare Administration in AT (6) Pathophysiology and Intervention for General Medical Conditions (5)	Principles of Healthcare Administration Project							X	X
Develop, implement, and revise policies and procedures to guide the daily operation of athletic training services. <i>Examples of daily operation policies include pharmaceutical management, physician referrals, and inventory management.</i>	Principles of Healthcare Administration in AT (6) Pathophysiology and Intervention for General Medical Conditions (5)	Principles of Healthcare Administration Project							X	X
Develop, implement, and revise policies that pertain to prevention, preparedness, and response to medical emergencies and other critical incidents	Introduction to Athletic Training (1) Acute Care in Athletic Training (1) Principles of Healthcare Administration in AT (6)	Principles of Healthcare Administration Project	X							X
Develop and implement specific policies and procedures for individuals who have sustained concussions or other brain injuries, including the following:	Principles of Healthcare Administration in AT (6) Comprehensive Care of Concussions and Psychosocial Conditions (5)	Principles of Healthcare Administration Project							X	X
Education of all stakeholders	Principles of Healthcare Administration in AT (6), Comprehensive Care of Concussions and Psychosocial Conditions (5)	Principles of Healthcare Administration Project							X	X
Recognition, appraisal, and mitigation of risk factors	Comprehensive Care of Concussions and Psychosocial Conditions (5)	Comprehensive Care of Concussions and Psychosocial Conditions Project							X	2
Selection and interpretation of baseline testing	Comprehensive Care of Concussions and Psychosocial Conditions (5)	Comprehensive Care of Concussions and Psychosocial Conditions Project							X	2
Agreement on protocols to be followed, including immediate management, referral, and progressive return to activities of daily living, including school, sport, occupation, and recreation	Principles of Healthcare Administration in AT (6) Comprehensive Care of Concussions and Psychosocial Conditions (5)	Principles of Healthcare Administration Project							X	X
Develop and implement specific policies and procedures for the purposes of identifying patients with behavioral health problems and referring patients in crisis to qualified providers.	Principles of Healthcare Administration in AT (6) Comprehensive Care of Concussions and Psychosocial Conditions (5)	Comprehensive Care of Concussions and Psychosocial Conditions Project							X	X

Graduate Learning Outcomes Key:

1. Student engagement in research, scholarship, creative expression and/or appropriate high-level professional practice.
2. Activities requiring originality, critical analysis and expertise.
3. The development of extensive knowledge in the field under study.

To: Chris Heavey
Executive Vice President and Provost

From: Ronald T. Brown
Dean, School of Integrated Health Sciences

Date: April 29, 2022

RE: Dean's Memo for New Degree Program Proposal

This memorandum is in enthusiastic support of the Masters of Science degree in Athletic Training. This program will be the only Athletic Training program in the State of Nevada. It will be supported by 2.5 FTE faculty of whom two are Lecturers in the School of Integrated Health Sciences and one of whom is a tenured faculty in the Department of Kinesiology and Nutrition Sciences and all faculty are licensed as Athletic Trainers in the State of Nevada. Each of the faculty in the program has had a long history of teaching athletic training and have received excellent student evaluations. The School has studied the program extensively and has had a group of consultants to visit the University to consult regarding the program. The consultants have submitted a careful and detailed report in support of the program. The proposed program in Athletic Training has been carefully vetted by the faculty in the School of Integrated Health Sciences and by the faculty in the Department of Kinesiology and Nutrition Sciences. The faculty in both the School and the Department where the master's program will be housed have been unanimously in favor of the program and I promise to support and grow the program as one of the accredited programs in the School. The Athletic Training Program also will provide immense support to the Department of Athletics at the University of Nevada, Las Vegas where trainees and interns will assist and support athletic training issues in athletics.

The proposed program will be supported by differential tuition, if approved by the Nevada System of Higher Education Board of Regents and general tuition revenues generated by credit hours generated as part of the program. The first year of the program will matriculate 16 FTE students who will generate 12 semester hours of credit hours during the Fall and Spring semester as well as during the summer months. Following the first cohort of students, the subsequent cohorts will include 20 students each semester. While there are initial start-up funds that will be necessary to seed the program during the first couple of years of the program, my understanding is that these initial revenues will be provided by the Office of the Provost.

Classroom and laboratory space are available in the School for the proposed program.

Again, I enthusiastically support this important program that will be the only Athletic Training program in the State of Nevada. Should you have any questions about the program, please do not hesitate to contact me.



Tedd Girouard, MS, LAT, ATC
Program Director, Athletic Training Program
Department of Kinesiology and Nutrition Sciences
University of Nevada, Las Vegas

February 8, 2022

Dear Mr. Girouard:

I write this letter in support of the development of a master's degree in athletic training and the continued presence of an athletic training professional-level education program at UNLV and in southern Nevada. As a member of the Vegas Golden Knights, I understand the need to continuously increase knowledge of athletic training and I support the proposed Master of Science in Athletic Training, which would continue UNLV's forty-year history of providing high-quality athletic training healthcare providers to the Las Vegas valley community.

Athletic training medical care is vital to the success of the Vegas Golden Knights. We employ three athletic trainers, as we onboard all athlete medical care and injury rehabilitation needs. Athletic trainers also serve as a liaison for athletes' families and team physicians. Considering my role as Associate Head Athletic Trainer and our shared interests in ensuring high quality medical care for professional athletes, I am uniquely invested in the success of this education program's proposal.

Additionally, the proposed program has merit for the following reasons. The athletic training faculty at UNLV are highly respected and committed to the highest standards of academic excellence. The diverse group of students produced from the previous undergraduate program are strong representations for the profession and the program, and they are consistently sought after for employment opportunities in various allied health settings.

Through this letter, I acknowledge my commitment to ensuring the success of this education program through the fulfillment of the following community partnerships:

- Serving as a guest lecturer to help educate students.
- Providing volunteer opportunities during training camp medical physicals and performance testing.
- Collaborating with research opportunities as they become available.

I look forward to working with the faculty and students of the proposed UNLV Master of Science in Athletic Training program. This program will provide a vital source of healthcare providers to organizations, such as my own, throughout the city, state, and region. As the UNLV undergraduate athletic training program is phasing out due to accreditation standards moving the professional-level preparation to the master's level, it would be a shame to see athletic training healthcare education in Nevada disappear with the undergraduate program. I strongly encourage UNLV and the Nevada System of Higher Education (NSHE) to fully consider and approve the proposed Master of Science in Athletic Training program.

Respectfully,

A handwritten signature in black ink, appearing to read 'Kyle Moore'.

Kyle Moore, MS, ATC, LAT, CSCS
Associate Head Athletic Trainer
Vegas Golden Knights



January 26th 2022

Tedd Girouard, MS, LAT, ATC
Program Director, Athletic Training Program
Department of Kinesiology and Nutrition Sciences
University of Nevada, Las Vegas

Dear Mr. Girouard,

I write this letter in support of the development of a master's degree in Athletic Training and the continued presence of an Athletic Training professional-level education program at UNLV and in southern Nevada. On behalf of Cirque du Soleil, I fully support the proposed Master of Science in Athletic Training, which would continue UNLV's forty-year history of providing high-quality athletic training healthcare providers to the Las Vegas valley community.

Athletic Training medical care is vital to the success of Cirque du Soleil. Athletic Trainers play a critical role in the overall success of Cirque du Soleil; from emergency care provision, to acute injury management, long term rehabilitation and show participation decisions, our Artists simply would not be able to perform to their potential nor would our shows have their wow factor if we did not have Athletic Trainers on staff in our Performance Medicine department. Considering my role as Manager of Medical Services at Cirque and our shared interests in ensuring high quality medical care for Cirque du Soleil performers, I am uniquely invested in the success of this education program's proposal.

Additionally, the proposed program has merit for the following reasons. The athletic training faculty at UNLV are highly respected and committed to the highest standards of academic excellence. The diverse group of students produced from the previous undergraduate program are strong representations for the profession and the program, and they are consistently sought after for employment opportunities in various allied health settings.

Through this letter, I acknowledge my commitment to ensuring the success of this education program through the fulfillment of the following community partnerships:

- Continuing to have members of our Performance Medicine team guest lecture to the Athletic Training program at UNLV
- Having our staff act as preceptors for Athletic Training students at UNLV
- Providing employment opportunities for Athletic Training graduates within our Performance Medicine teams

LE GROUPE
CIRQUE DU SOLEIL
ENTERTAINMENT GROUP



I look forward to working with the faculty and students of the proposed UNLV Master of Science in Athletic Training program. This program will provide a vital source of healthcare providers to organizations, such as my own, throughout the city, state, and region. As the UNLV undergraduate athletic training program is phasing out due to accreditation standards moving the professional-level preparation to the master's level, it would be a shame to see athletic training healthcare education in Nevada disappear with the undergraduate program. I strongly encourage UNLV and the Nevada System of Higher Education (NSHE) to fully consider and approve the proposed Master of Science in Athletic Training program.

Respectfully,

Niall Sheehy BSc (Hons) MCSP HCPC
Manager of Medical Services
Cirque du Soleil



In partnership with Select Medical

January 27, 2022

Tedd Girouard, MS, LAT, ATC
Program Director, Athletic Training Program
Department of Kinesiology and Nutrition Sciences
University of Nevada, Las Vegas

Dear Mr. Girouard:

I write this letter in support of the development of a master's degree in athletic training and the continued presence of an athletic training professional-level education program at UNLV and in southern Nevada. On behalf of Dignity Health Physical Therapy, I fully support the proposed Master of Science in Athletic Training, which would continue UNLV's forty-year history of providing high-quality athletic training healthcare providers to the Las Vegas valley community.

Athletic training medical care is vital to the success of Dignity Health Physical Therapy. Our program employees 60 athletic trainers in various roles. We have a contract to provide athletic training services to the Clark County School District which is the 5th largest school district in the country. We pride ourselves on providing all Clark County student-athletes with the proper medical care that they need to compete safely in athletics. In addition to the Clark County School District, we also provide services for several local charter schools, private schools, professional sports teams, and the many tournaments and community events that come to Las Vegas. The majority of my staff have graduated from UNLV with either their Masters or Bachelors degrees, often both. To lose this program would not only be detrimental to the services we provide, but would be a huge loss for the community as well. These schools have come to rely on athletic trainers for all of their sports related injuries and concussion management. Considering my role as Regional Director of Sports Medicine and our shared interests in ensuring high quality medical care for the residents of Clark County, I am uniquely invested in the success of this education program's proposal.

Additionally, the proposed program has merit for the following reasons. The athletic training faculty at UNLV are highly respected and committed to the highest standards of academic excellence. The diverse group of students produced from the previous undergraduate program are strong representations for the profession and the program, and they are consistently sought after for employment opportunities in various allied health settings.

I look forward to working with the faculty and students of the proposed UNLV Master of Science in Athletic Training program. This program will provide a vital source of healthcare providers to organizations, such as my own, throughout the city, state, and region. As the UNLV undergraduate athletic training program is phasing out due to accreditation standards moving the professional-level preparation to the master's level, it would be a shame to see athletic training healthcare education in Nevada disappear with the undergraduate program. I strongly encourage UNLV and the Nevada System of Higher Education (NSHE) to fully consider and approve the proposed Master of Science in Athletic Training program.

Respectfully,
Jeremy Haas, MS, LAT, ATC
Regional Director of Sports Medicine
Dignity Health Physical Therapy



Las Vegas
Raiders

January 25, 2022

Tedd Girouard, MS, LAT, ATC
Program Director, Athletic Training Program
Department of Kinesiology and Nutrition Sciences
University of Nevada, Las Vegas

Dear Mr. Girouard:

I write this letter in support of the development of a master's degree in athletic training and the continued presence of an athletic training professional-level education program at UNLV and in southern Nevada. On behalf of the Las Vegas Raiders, I fully support the proposed Master of Science in Athletic Training, which would continue UNLV's forty-year history of providing high-quality athletic training healthcare providers to the Las Vegas valley community.

Athletic training medical care is vital to the success of the Las Vegas Raiders. Athletic trainers for a professional sports team play a vital role in business logistics by communicating with coaching staff, management, and other support staff who make important decisions during both the football season and the offseason. Our staff serves as player's on-site medical care and provides diagnosis, treatment, rehabilitation, and referral for athletic injuries. As the Raiders' Director of Sports Medicine Administration and considering our shared interests in ensuring high quality medical care for professional athletes, I am uniquely invested in the success of this education program's proposal.

The proposed master's program at UNLV has merit for several reasons. The athletic training faculty at UNLV are highly respected and committed to the highest standards of academic excellence. The diverse group of students produced from the previous undergraduate program prominently represents the profession and the program, and they are consistently sought after for employment opportunities in various allied health settings.

Through this letter, I acknowledge my commitment to ensuring the success of this education program through the fulfillment of the following community partnerships:

- Accepting applications from UNLV athletic training students for a potential summer internship;
- Potentially hiring UNLV athletic training graduates for seasonal positions; and
- Participating in future educational opportunities.

COMMITMENT TO EXCELLENCE

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Las Vegas
Raiders

I look forward to working with the faculty and students of the proposed UNLV Master of Science in Athletic Training program. This program will provide a vital source of healthcare providers to organizations, including the Raiders, throughout the city, state, and region. As the UNLV undergraduate athletic training program is phasing out due to accreditation standards moving the professional-level preparation to the master's level, it would be a shame to see athletic training healthcare education in Nevada disappear with the undergraduate program. I strongly encourage UNLV and the Nevada System of Higher Education (NSHE) to fully consider and approve the proposed Master of Science in Athletic Training program.

Respectfully,

Scott Touchet, MS, LAT, ATC
Director of Sports Medicine Administration/Athletic Trainer
Las Vegas Raiders

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UNLV SPORTS MEDICINE CLINIC
5380 S RAINBOW BLVD, STE 320
LAS VEGAS NV 89118-1880
702-405-8150

January 24, 2022

Tedd Girouard, MS, LAT, ATC
Program Director, Athletic Training Program
Department of Kinesiology and Nutrition Sciences
University of Nevada, Las Vegas

Dear Mr. Girouard:

I write this letter in support of the development of a master's degree in athletic training and the continued presence of an athletic training professional-level education program at UNLV and in southern Nevada. On behalf of UNLV Health Sports Medicine, I fully support the proposed Master of Science in Athletic Training, which would continue UNLV's forty-year history of providing high-quality athletic training healthcare providers to the Las Vegas valley community.

Athletic training medical care is vital to the success of UNLV Sports Medicine as well as the success of the Southern Nevada sports economy. On a daily basis I interact and communicate with athletic trainers for all level of sport participation and it is their understanding of the patient athlete that helps me guide my recommendations. They greatly improve patient compliance and are often the only reason they get better. Considering my role as a primary care sports medicine physician and our shared interests in ensuring high quality medical care for all athletes of any age, I am uniquely invested in the success of this education program's proposal.

Additionally, the proposed program has merit for the following reasons. The athletic training faculty at UNLV are highly respected and committed to the highest standards of academic excellence. The diverse group of students produced from the previous undergraduate program are strong representations for the profession and the program, and they are consistently sought after for employment opportunities in various allied health settings.

Through this letter, I acknowledge my commitment to ensuring the success of this education program through the fulfillment of the following community partnerships:

- Direct mentoring and education of students.
- Sharing hands on real work experience at all levels of sport.
- Providing weekly lectures for AT students.
- Considering hiring AT students after graduation.

I look forward to working with the faculty and students of the proposed UNLV Master of Science in Athletic Training program. This program will provide a vital source of healthcare providers to organizations, such as my own, throughout the city, state, and region. As the UNLV undergraduate athletic training program is phasing out due to accreditation standards moving the professional-level preparation to the master's level, it would be a shame to see athletic training healthcare education in Nevada disappear with the undergraduate program. I strongly encourage UNLV and the Nevada System of Higher Education (NSHE) to fully consider and approve the proposed Master of Science in Athletic Training program.

Respectfully,
Glenn Barnes DO CAQSM
UNLV Health Sports Medicine



UNIVERSITY OF NEVADA LAS VEGAS

Tedd Girouard, MS, LAT, ATC
Program Director, Athletic Training Program
Department of Kinesiology & Nutrition Sciences
University of Nevada, Las Vegas
4505 S. Maryland Pkwy.
Las Vegas, NV 89154-0018

January 19th, 2022

Re: Letter of Support

Dear Mr. Girouard,

I write this letter in support of the development of a master's degree in athletic training and the continued presence of an athletic training professional-level education program at UNLV and in southern Nevada. On behalf of UNLV Athletics-Sports Medicine department, I fully support the proposed Master of Science in Athletic Training, which would continue UNLV's forty-year history of providing high-quality athletic training healthcare providers to the Las Vegas valley community.

Athletic training medical care is vital to the success of UNLV Athletics. UNLV Sports Medicine currently houses fourteen athletic trainers that provide daily medical care to the 531 student-athletes across 20-varsity sports housed within NCAA Division-1 Athletics. Considering my role as the Director of Sports Medicine and our shared interests in ensuring high quality medical care for the UNLV student-athlete patient population, I am uniquely invested in the success of this education program's proposal.

Additionally, the proposed program has merit for the following reasons. The athletic training faculty at UNLV are highly respected and committed to the highest standards of academic excellence. The diverse group of students produced from the previous undergraduate program are strong representations for the profession and the program, and they are consistently sought after for employment opportunities in various allied health settings.

Through this letter, I acknowledge my commitment to ensuring the success of this education program through the fulfillment of the following community partnerships:

- Continuing to provide multiple clinical site partnerships & access to numerous preceptors within UNLV Athletics
- Continuing to provide guest lecturing & continuing education & networking opportunities for students & staff with UNLV Athletics & the greater Las Vegas sports performance community (e.g., Golden Knights, Raiders, Aces, UFC, Aviators, Cirque du Soleil, etc.)
- Continuing to provide sports medicine student(s) financial aid programs via endowed scholarships courtesy of UNLV Athletics donors
- Continuing to hire program graduates to post-graduate entry level positions within UNLV Athletics

I look forward to working with the faculty and students of the proposed UNLV Master of Science in Athletic Training program. This program will provide a vital source of healthcare providers to organizations, such as my own, throughout the city, state, and region. As the UNLV undergraduate athletic training program is phasing out due to accreditation standards moving the professional-level preparation to the master's level, it would be a shame to see athletic training healthcare education in Nevada disappear with the undergraduate program. I strongly encourage UNLV and the Nevada System of Higher Education (NSHE) to fully consider and approve the proposed Master of Science in Athletic Training program.

Please don't hesitate to contact me if you have further questions.

Sincerely,

Robert Ortiz
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