

# : MASTER OF SCIENCE IN ATHLETIC TRAINING (MSAT)

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## In Workflow

1. KINESIO Dept. Approver (gmdiffie@wisc.edu;%20bgerloff@wisc.edu;%20ejach@wisc.edu;%20ckelley@wisc.edu;%20lcappabianca@wisc.edu)
2. EDU School Admin Reviewer (bgerloff@wisc.edu;%20ckelley@wisc.edu;%20ejach@wisc.edu;%20sychta@wisc.edu)
3. EDU School Approver (dhess@wisc.edu;%20bgerloff@wisc.edu;%20ejach@wisc.edu;%20ckelley@wisc.edu;%20sychta@wisc.edu)
4. APIR Admin (mrschultz3@wisc.edu;%20jlmilner@wisc.edu;%20meyoung@wisc.edu)
5. GFEC Approver (karpus@wisc.edu;%20pramanat@wisc.edu;%20abergholz@wisc.edu;%20emreynolds2@wisc.edu;%20jennabecker@wisc.edu)
6. UAPC Approver (jkscholz@wisc.edu;%20jlmilner@wisc.edu;%20mrschultz3@wisc.edu;%20laleininger@wisc.edu)
7. Registrar (wclipske@wisc.edu;%20jbrown42@wisc.edu;%20emackay2@wisc.edu)

## Approval Path

1. Fri, 18 Oct 2019 19:08:32 GMT  
Lisa Cappabianca (lcappabianca): Approved for KINESIO Dept. Approver

## New Program Proposal

Date Submitted: Fri, 18 Oct 2019 18:14:25 GMT

## Viewing: : Master of Science in Athletic Training (MSAT)

Last edit: Fri, 18 Oct 2019 18:14:21 GMT

Changes proposed by: apwinter

Final Catalog

Rationale for Inactivation

Name of the school or college academic planner who you consulted with on this proposal.

### Name

Carolyn Kelley - EDU

Proposal Abstract/Summary:

The University of Wisconsin-Madison proposes to establish a Master of Science in Athletic Training (MSAT). The new MSAT replaces the existing BS in Athletic Training and responds to student interest, changing national accreditation standards, and anticipated growth in the demand for athletic trainers. The MSAT seeks to be a leader in athletic training education by developing health care providers who exhibit the highest levels of clinical scholarship, are dedicated to patient advocacy and social responsibility in health care, practice patient-centered culturally competent care, and address the burden of injury through a public health lens. The curricular model for the 24-month, 58-credit program has been informed by current campus offerings in the health sciences, Commission on Accreditation of Athletic Training Education (CAATE) Standards, alignment with the 2015-2019 Campus Strategic Framework, analysis of future trends in athletic training, and adherence to the core competencies for health sciences outlined by the Institute of Medicine.

Type of Approval

Governance Approval Needed

If approved, what term should the proposed change be effective?

Select yes if this proposal is only to add, remove, or rearrange curricular requirements, and will change less than 50% of the curriculum.

## Basic Information

Program State:

Type of Program:

Degree/Major

Parent Program:

Upload the Approved Notice of Intent and UW System Approval Memo.

A2P 19Feb MSN Athletic Training MS (1).pdf

NOI\_MSATAthleticTraining for UW System.pdf

UW-Madison MSAT Cost and Revenues Budget Narrative\_BOR\_final.docx

Upload completed draft of the full Board of Regents Authorization Proposal for this program.

BOR-New-Program-Authorization-MSAT\_10\_4\_19 final.docx

Parent Audience:

Who is the audience?

Graduate or professional

Parent Home Department:

Home Department:

Kinesiology (KINESIO)

Parent School/College:

School/College:

School of Education

The program will be governed by the home department/academic unit as specified. Will an additional coordinating or oversight committee be established for the program?

No

Describe procedures under which the coordinating/oversight committee will operate, including how the committee chair is appointed, to whom the chair reports, how participating faculty and staff are identified, provisions for transitions in the committee, and processes for interaction with the home department.

Parent is in the Graduate School:

Is this in the Graduate School?

Yes

Award:

Master of Science

Other Award Name:

SIS Code:

SIS Code (BS):

SIS Description:

SIS Description (BS):

Transcript Title:

Master of Science in Athletic Training (MSAT)

Will this name change apply to all enrolled students in the same term (turn-key)?

Named Options:

Does the parent program offer this as an additional major as well?

Will this be offered as an additional major as well?

No

Explain the program's process for reviewing joint degree proposals from students.

Describe the reason for offering the program as an additional major. Include evidence of student interest and demand, how the additional major benefits the students' learning experience, and describe how the program has capacity in course offerings and advising to support the additional major.

Provide information on which degree/majors it will likely be combined with most frequently and provide evidence that such combinations will not extend student time to degree beyond the standard four academic years.

Briefly describe the process the student follows to get permissions to declare the additional major from the primary degree/major and the additional major offering unit.

Will a doctoral minor be required?

Explain the rationale for the decision.

Describe the alternate breadth training resources that will be made available to/required of students.

Is this a non-admitting master's degree?

No

## **Suspension and Discontinuation**

What is the date by which you will submit a plan to resolve the suspended status, if approved?

What is the last term that a student could declare this program?

What is the last term that students may be enrolled in or complete the program?

What is the timeline and advance communication plan?

Explain the precipitating circumstances or rationale for the proposal.

What is the potential impact on enrolled students?

What is the potential impact on faculty and staff?

Explain and provide evidence of efforts made to confer with and to notify faculty and staff.

Explain and provide evidence of efforts made to confer with and to notify current students.

Explain and provide evidence of efforts made to confer with and to notify alumni and other stakeholders.

Teach-out plan - How will program quality be maintained during the suspended period or the teach-out period for discontinued programs?

Teach-out plan: A) For currently enrolled students, how will required courses, curricular elements, advising and other student services be provided?

Teach-out plan: B) For prospective students in the admissions pipeline, how are any commitments being met or needs to notify them that their program of interest will not be available?

Teach-out plan: C) For stopped out students, what provisions are made for their re-entry? What program(s) will they be re-entered into?

Teach-out plan: D) Provide any other information relevant to teach-out planning.

Roles by Responsibility: List one person for each role in the drop down list. Use the green + to create additional boxes.

Role Type	Name (Last, First)	Email	Phone	Title
Primary Contact	Winterstein, Andrew P	apwinter@wisc.edu	608/265-2503	Distinguished Clinical Professor
Department Chair	Diffie, Gary M	gmdiffie@wisc.edu	608/262-7732	Professor and Chair
Primary Dean's Office Contact	Kelley, Carolyn J	ckelley@wisc.edu	608/263-5733	

List the departments that have a vested interest in this proposal.

Departments
School of Med & Pub Hlth ACAF (SMPH ACAF)
School of Nursing (NURSING)

Are all program reviews in the home academic unit up to date?

Yes

Please explain.

Are all assessment plans in the home academic unit up to date?

Yes

Please explain.

Are all assessment reports in the home academic unit up to date?

Yes

Please explain.

Mode of Delivery:

Face-to-Face (majority face-to-face courses)

Provide information on how any lab courses required for the degree will be handled.

Will this program be part of a consortial or collaborative arrangement with another college or university?

No

Upload proposal:

Will instruction take place at a location geographically separate from UW-Madison?

No

Upload proposal:

Parent has outside accreditation:

Will this program have outside accreditation?

No

Parent Guide Accreditation tab

Guide Accreditation tab

Will graduates of this program seek licensure or certification after graduation?

No

Graduates of parent program seek licensure or certification after graduation.

Parent Guide Certification/Licensure tab

Guide Certification/Licensure tab

First term of student enrollment:

Summer 2021 (1216)

When will the application for the first term of enrollment open?

Summer 2020 (1206)

Which terms will you allow new students to enroll? What are the application deadlines for each term selected?

Start Term	Application Deadline MM/DD
Summer	03/01

Year of three year check-in to GFEC (3 years after first student enrollment):

2024

Year of first program review (5 years after first student enrollment):

2026

If this proposal is approved, describe the implementation plan and timeline.

The last term students can declare the BS in Athletic Training is fall 2019 and all enrolled students will be able to complete the program. Students will be eligible to apply for the new MS AT program in summer 2020 for a summer 2021 matriculation into the program. The current athletic training program director and program faculty will move resources from the BS program to offering the MSAT program.

### Rationale and Justifications

How does the named option relate to the major and to other named options in the major, if relevant?

Why is the program being proposed? What is its purpose?

Over a thirty year span the Athletic Training program has evolved from an internship certificate program to the current baccalaureate degree offering. The program was first accredited in the 1999-2000 academic year and was the second such program established in Wisconsin. The Athletic Training program has maintained its accreditation by the Commission on Accreditation of Athletic Training Education (CAATE). The CAATE in conjunction with the Board of Certification and National Athletic Trainers Association has deemed that all professional preparation programs in athletic training must be delivered at the Master's degree level. Programs will no longer be able to enroll students into BS programs by fall of 2022. This decision to elevate to the Master's degree comes after extensive national discussion about the appropriate degree level for professional preparation of athletic trainers. Reasons for recommending graduate-level education include (1) the need for a more sophisticated learner to fully assimilate the increasing demands of athletic training practice; (2) the opportunity to create curricula without the competing demands of baccalaureate education; and (3) the need to align educationally with our peer professions. Alignment with the other health science professional programs on campus would facilitate interprofessional education, a core competency recommended by the Institute of Medicine. The gain in curricular flexibility would allow full-time immersive clinical experiences and expansion of the curriculum to create patient-centered health care practitioners and leaders capable of effecting change in the practice of athletic training.

How is the certificate program designed to complement the degree/major of participating students?

What is its relation to the institution's mission? (Consider the mission broadly as a major research university with missions in teaching, research, service, and the Wisconsin Idea.) How does it contribute to the mission of the sponsoring unit(s)?

The proposed Master's degree in Athletic Training will provide rigorous and comprehensive preparation for students seeking a health care career in athletic training. Athletic trainers (ATs) are multi-skilled health care professionals who collaborate with physicians to provide preventative services, emergency care, clinical diagnosis, therapeutic intervention and rehabilitation of injuries and medical conditions. ATs practice in a range of clinical practice settings.

As a health sciences program with a focus on active patient populations, the goals and desired outcomes of the MSAT are well aligned with the current graduate offerings in the Department of Kinesiology. The Department currently awards four graduate level degrees: the MS in Kinesiology, the PhD in Kinesiology, the MS in Occupational Therapy (MSOT), and the Doctorate in Occupational Therapy. The presence of a robust health science program like the MSOT provides the MSAT program with a logical interprofessional partner within the department. Students in the MS and PhD in Kinesiology degree programs can choose one of the following areas of concentration: 1) Biomechanics, 2) Exercise Physiology, 3) Exercise Psychology, 4) Motor Control and Behavior, 5) Occupational Science, and 6) Physical Activity Epidemiology. In addition, a "non-thesis" MS in Kinesiology track is offered for students with career or professional interests in Kinesiology outside of research. Current enrollments (Fall 2018) are 37 students in the MS and PhD in Kinesiology programs and 75 students in the MSOT program. The proposed MSAT will be a separate degree program that will complement current offerings without diverting resources from the existing programs.

The University of Wisconsin – Madison has a rich history in preparing professionals in athletic training and has long operated at a level of excellence consistent with the campus mission. The goal of establishing the MSAT degree was outlined in the authorization and planning documents that established the current baccalaureate (BSAT) degree and this Notice of Intent is the next step in the planned evolution of this program. Offering the MSAT in Athletic Training is consistent with the campus commitment to a broad range of health science offerings. The Athletic Training program is already a well-respected member of this health sciences community and fully contributes to the research, instructional, and outreach mission of the campus. The elevation of the program to a master's degree will enhance the program's ability to collaborate as an interprofessional partner with existing graduate programs. The goals of the proposed Master of Science in Athletic Training (provided above) are aligned with the mission of the University of Wisconsin-Madison and the 2015-2019 Campus Strategic Framework. (<https://chancellor.wisc.edu/strategicplan2/>) Specifically, the proposed innovative partnerships with other programs (e.g. MPH), our ability to leverage our interprofessional and interdisciplinary environment to serve the Wisconsin Idea, and our ability to maximize our role in the generation and dissemination of new knowledge to meet the healthcare needs of society.

Do current students need or want the program? Provide evidence.

The UW-Madison has been a leader in Athletic Training Education over the past thirty years. The program has enjoyed robust student interest in all phases of its history. The program had prepared hundreds of students for careers in athletic training. The program has enjoyed robust enrollment in both professional and introductory courses. Since the inception of the baccalaureate degree offering in athletic training (2013) the program has graduated 121 students with the BSAT degree.

The anticipated workforce and industry growth in healthcare in general and athletic training specifically (noted below) combined with our historic popularity are indicators of student interest. In addition, the UW-Madison Center for Pre-Health Advising reports that one third of all incoming students on the UW-Madison campus report an interest in health science fields. The MSAT program will assume its place among the other health science programs on campus and work to reach the substantial number of students who express this interest.

What is the market, workforce, and industry need for this program? Provide evidence.

Athletic trainers are needed to meet the healthcare needs of the citizens of Wisconsin and beyond. The Bureau of Labor Statistics predicts that employment of athletic trainers is projected to grow 23 percent from 2016 to 2026, much faster than the average for all occupations. Demand for athletic trainers is expected to increase as people become more aware of the long-term effects of sports-related injuries, and as a growing middle-aged and older population remains active. Increasing physical activity among the general population is frequently cited as a key mechanism to improve health and reduce the cost of care. Athletic trainers are well positioned to implement a public health perspective to the burden of sports injury. This public health and health advocacy approach to care are cornerstones of the new degree proposal.

How does the program represent emerging knowledge, or new directions in professions and disciplines?

Increased licensure requirements and regulation has led to a greater acceptance of athletic trainers as qualified healthcare providers in a range of clinical settings beyond traditional professional, university, and secondary school environments. As a result, third-party reimbursement is expected to continue to grow for athletic training services. Athletic trainers will benefit from this expansion because they provide a cost-effective way to increase the number of health professionals in office-based and clinical settings. Lastly, there continues to be a need for qualified health care professionals at the secondary school setting. The health disparities in access to athletic training services in these settings are well documented. Innovative programs are needed to address these gaps in care; a program at UW-Madison with identified collaborators in the public health realm and access to the broadest range of interprofessional collaborators of any system institution is uniquely positioned to create leaders and care providers to address these societal needs.

In what ways will the program prepare students through diverse elements in the curriculum for an integrated and multicultural society (may include diversity issues in the curriculum or other approaches)?

The MSAT provides students with the knowledge and clinical skills to practice patient-centered, culturally competent care in a variety of settings. Disparities to athletic training access and care are often found in secondary school settings that serve diverse and underrepresented populations. The MSAT will provide innovative programming to help address these gaps in care through interprofessional collaboration and a public health focus on policy and practice. The program is dedicated to preparing health care providers dedicated to patient advocacy and social responsibility in health care. With a program commitment to discussions and dialogue about group-based disparities and promoting skills for culturally competent care, the MSAT program will contribute positively to the campus climate in an era of increasingly diverse student population.

The emphasis on knowledge and skills about barriers that influence access to care and facilitating culturally competent care for diverse groups aligns with standard 3.B.4 of the Higher Learning Commission (UW's accrediting body), which states that the institution "recognizes the human and cultural diversity of the world in which students live and work."

The MSAT takes an "across the curriculum" approach to issues of culturally competent care. Required courses with that content specifically dedicated to culturally competent care and understanding group based disparities to healthcare include: KINES 572 Foundational Skills in Athletic Training; KINES 650 Foundations of Professional Practice In Athletic Training; KINES 652 Evaluation and Therapeutic Interventions I; KINES 654 Clinical Medicine in Athletic Training I; and KINES 651 Public Health, Policy, and Practice; and KINES 658 Seminar in Athletic Training. The curriculum is designed to advance students' understanding of inequities and barriers experienced by different groups, and to prepare them to confidently and competently provide patient-centered care to diverse patient populations to enhance well-being

What gap in the program array is it intended to fill?

The MSAT is currently not offered at UW-Madison and creation of the program responds to the call for athletic trainers to be prepared at the master's level as identified by the Commission on Accreditation of Athletic Training Education (CAATE) and the Board of Certification and National Athletic Trainers Association. Since programs will no longer be able to enroll students into baccalaureate training programs by fall of 2022, this degree responds to evolving professional standards in a timely manner.

What is the rationale for this change?

What evidence do you have that these changes will have the desired impact?

What is the potential impact of the proposed change(s) on enrolled students?

What is the potential impact of the proposed change(s) on faculty and staff?

## Faculty and Staff Resources

List the core program faculty and staff with title and departmental affiliation(s) who are primarily involved and will participate in the delivery and oversight.

Name (Last, First)	Department	Title
Winterstein, Andrew P	Kinesiology (KINESIO)	Distinguished Clinical Professor
Bell, David R	Kinesiology (KINESIO)	Associate Professor
Clark, Sharon V	Kinesiology (KINESIO)	Faculty Associate
Stamm, Julie Marie	Kinesiology (KINESIO)	Assoc. Clinical Professor
Diffie, Gary M	Kinesiology (KINESIO)	Professor and Chair
Mason, Andrea	Kinesiology (KINESIO)	Professor and Graduate Studies Committee Chair
Cadmus Bertram, Lisa	Kinesiology (KINESIO)	Assistant Professor
Carr, Kathleen E	School of Med & Pub Hlth ACAF (SMPH ACAF)	AT Medical Director Assoc Prof (CHS)

What resources are available to support faculty, staff, labs, equipment, etc. ?

The MSAT program will utilize the faculty space, teaching labs, classrooms, equipment and support systems provided by the Department of Kinesiology that were previously used by the BSAT Program.

Program advisor(s) with title and departmental affiliation(s).

Name (Last, First)	Department	Title
Winterstein, Andrew P	Kinesiology (KINESIO)	Distinguished Clinical Professor

How will the resource load for the additional advising be met?

Describe how student services and advising will be supported.

The program director and program faculty will engage students in advising. The 24-month program provides a clear curriculum plan for students to complete the 58-credits.

Describe the advising and mentoring practices that will be used in this program, including how annual assessment of student progress will be communicated.

Confirm that the program advisor(s) or coordinator(s) have been consulted and reviewed this proposal.

Yes

Select the Graduate Research Scholars Community for this program.

School of Education Graduate Research Scholars

## Resources, Budget, and Finance

Is this a revenue program?

No

What is the tuition structure for this program?

Standard resident/MN/nonresident graduate tuition

Select a tuition increment:

What is the rationale for selecting this tuition increment?

Will segregated fees be charged?

If segregated fees will not be charged, please explain.

Upload the proposal for market based tuition:

Provide a summary business plan.

Provide an overview of plans for funding the program including but not limited to program administration, instructional/curricular delivery, technology needs and program assessment.

What is the marketing plan?

Describe resource and fiscal considerations - A. Provide an overview of plans for funding the program including program administration, instructional/curricular delivery, academic and career advising, technology needs, marketing (if relevant), financial aid and scholarships (if relevant), capacity for student learning outcomes assessment and program review.

The instructional and administrative resources to launch this new degree program will come from the existing resources of the current baccalaureate program. The BSAT currently has 3.0 FTE dedicated to faculty and instructional staff for teaching, advising, and



program administration. The program utilizes existing Department of Kinesiology resources from the departmental administration and business offices for program assistant support, tech support, human resources, and financial oversight. Approximately 10% of the load from these offices is dedicated to AT Program issues. All of these resources currently dedicated to the BSAT program will transition to support the new MSAT offerings. Pre-athletic training students currently receive advising through the School of Education Academic Services office.

Describe resource and fiscal considerations - B. Are the faculty, instructional staff and key personnel existing or new faculty and staff? If they already serve existing programs, how are they able to add this workload? If new faculty and staff will be added, how will they be funded?

To accommodate anticipated increases in instructional load and expanded administrative needs in the area of field placements for the new MSAT program we will request the addition of 0.75 to 1.0 FTE clinical instructional staff. Since the curricular model for the MSAT includes a substantial summer component, this additional instructional staff will be paid using departmental summer revenue.

Describe resource and fiscal considerations - C. What impacts will the program have on staffing needs beyond the immediate program? How are those needs being met?

All of these resources currently dedicated to the BSAT program will transition to support the new MSAT offerings. The new MSAT will have no impact on staffing needs beyond the immediate program needs.

Describe resource and fiscal considerations - D. For graduate programs, describe plans for funding students including but not limited to funding sources and how funding decisions will be made.

The program will use departmental funds which historically were allocated to the BS Athletic Training program. Since the program is designed for full-time students, there are no additional plans for student funding other than those such as federal grants and loans.

UW System Administration and the Board of Regents require submission of budget information in a specific format. These forms will be completed in collaboration with APIR after school/college approval and before submission to UWSA for Board consideration. These forms are uploaded here by APIR.

Given considerations associated with the proposed change, describe the academic unit's fiscal capacity to support the instructional and curricular requirements, academic and career advising, student support services, technology needs, and relevant assessment of student learning and program review requirements. Is there sufficient capacity in the curricular and academic support services to meet the additional workload? For research graduate programs, include information on how the program will be administered and how student funding will be handled. For undergraduate programs, include information on academic advising, career advising, student support services.

Does the program or change require substantial new resources other than those just described? Describe the needs. Confirm that the dean is committed to providing the resources.

Beyond the 1.0 FTE described above, no substantial new resources are required. All of these resources currently dedicated to the BSAT program will transition to support the new MSAT offerings.

Are new Library resources needed to support this program?

No

Provide a summary of the requirements.

Memo from the Libraries confirming that the needs can be addressed.

Describe plans for funding students including but not limited to funding sources and how funding decisions are made.

Students may apply as eligible to overall federal funding opportunities (grants and loans) and to campus opportunities. Some teaching assistantship opportunities are also open to master's level students within the Department of Kinesiology. The program is designed for full-time study.

Will you be seeking federal financial aid eligibility for this Capstone program?

Capstone program students are eligible for federal financial aid (usually loans) if they participate in Gainful Employment (GE) requirements, that is, the prepare students for employment in a recognized occupation. For information about gainful employment requirements see: <https://studentaid.ed.gov/sa/about/data-center/school/ge>

Identify the SOC codes most closely associated with the occupational preparation the Capstone provides.

What program-specific financial aid, if any, is available for this program?

What is time period that this program is designed to be completed in by the typical student?

Gainful Employment requirements come with the need to track employment of graduates and provide additional reports – does the program have the capacity to complete these requirements?

## **Curriculum and Requirements**

If you are proposing a change to the curriculum, what percentage of the curriculum is changing?

Provide an explanation of the reasons for such a substantial curricular change, the potential impact on students, availability of courses, and plan for transition.

Which students are eligible for the certificate?

List the specific schools and colleges.

Provide justification for the limits.

Is this certificate available to University Special (non-degree seeking students)?

Which University Special students are eligible for the certificate?

Describe certificate program procedures to advise students who do not complete the certificate to notify the program advisor if they re-enroll as a University Special student to complete the certificate.

Describe certificate program procedures to notify Adult Career and Special Student Services (ACSSS) of those University Special students who are formerly unaffiliated with the program who intend to complete a certificate.

Describe certificate program procedures to report to the Registrar's Office when a University Special student has completed the certificate and supply a list of courses that student used to fulfill certificate requirements. (Note that SIS eDeclaration and DARS are not available for University Special students.)

Parent Plan Admissions/How To Get In Requirements

Guide Admissions/How to Get In tab

## **Master of Science in Athletic Training (MSAT)**

- Applicants for all graduate programs must complete a UW-Madison Graduate school application <https://grad.wisc.edu/apply/>
- Applicants for the professional program in athletic training must complete the Athletic Training Central Application Service (ATCAS) available via the Commission on Accreditation of Athletic Training Education (CAATE) <https://atcas.liaisoncas.com/applicant-ux/#/login>

### **Admission Criteria and Prerequisite Courses**

Admission to the MSAT (professional program in athletic training) requires:

- Bachelor's degree (or equivalent) from a regionally accredited school of higher education by the start of the program
- Transcripts from each college, university, or technical college attended showing work completed and in progress
- Observation of two Certified Athletic Trainers in different clinical practice settings. Refer to the MSAT Program website for forms and guidelines for required observation experiences. (upon approval insert web link here)
- Minimum of three letters of recommendation
- Personal statement responding to prompts provided on the graduate application
- At least a 'C' or better in the following prerequisite courses or their equivalent:

**Required Prerequisite Courses / UW-Madison or comparable coursework****UW-Madison Course(s) / Comparable / Description**

Zoology/Biology 101/102 (<https://guide.wisc.edu/courses/zoology/>) / Animal Biology or General Biology (3-4 credits with lab)

Chem 103 (<https://guide.wisc.edu/search/?search=Chem+103/>) / General Chemistry with lab (3-4 credits with lab)

Physics 103 (<https://guide.wisc.edu/search/?search=physics+103/>) / General Physics (3-4 credits with lab)

Psych 210 (<https://guide.wisc.edu/search/?search=Psych+210/>), Stat 301 (<https://guide.wisc.edu/search/?search=stats+301/>), Stat 371 (<https://guide.wisc.edu/search/?search=stats+371/>) / Statistics ( 3 credits)

Psych 202 (<https://guide.wisc.edu/search/?search=Psych+202/>) / General Psychology (3 credits)

Anat&Phy 335 (<https://guide.wisc.edu/search/?search=Anat%26Phy+335/>) / Human Physiology with lab (3-6 credits with lab) If anatomy and physiology are taken as a combined course, two semesters are necessary to meet this requirement.

Anat&Phy 337 (<https://guide.wisc.edu/search/?search=Anat%26Phy+337/>) / Human Anatomy with lab (3-6 credits with lab) If anatomy and physiology are taken as a combined course, two semesters are necessary to meet this requirement.

KINES 314 (<https://guide.wisc.edu/search/?search=kines+314/>) / Exercise Physiology (3-4 credits)

**Recommended Prerequisite Courses / UW-Madison or comparable coursework**

Nutri Sci 132 (<https://guide.wisc.edu/search/?search=nutr+sci+132/>), Nutri Sci 332 (<https://guide.wisc.edu/search/?search=nutr+sci+332/>) / General Nutrition (3 credits)

**Graduate School Admissions**

Graduate admissions is a two-step process between the academic degree program and the Graduate School. Applicants must meet requirements of both the program(s) and the Graduate School. Once you have researched the graduate program(s) you are interested in, apply here: <https://grad.wisc.edu/apply/>

Describe plans for recruiting students to this program.

The MSAT will work with the national application system for athletic training graduate programs. The Department of Kinesiology will also work with the School of Education's communication team to market the MSAT as a new program.

What is the recruiting and admissions strategy for underrepresented students?

The MSAT will work with Student Diversity Programs in Education Academic Services and Communications within the School to recruit students from underrepresented backgrounds. In addition, the MSAT program director will engage with pre-health advising and POSSE on campus to make more students aware of the athletic training profession.

Will students be declared in an intended major while completing the admission requirements?

Describe how the students will be advised and the transition to other degree granting program if they are not admitted.

Projected Annual Enrollment:

Year	Projected Enrollment
Year 1	11
Year 2	21
Year 3	23
Year 4	25
Year 5	28

Maximum enrollment that can be supported with existing instructional and student services resources:

30

Describe plans for supporting enrollments that are much higher or much lower than the anticipated enrollment.

The MSAT program will confer with the School of Education Dean's Office in the event there is a large pool of highly qualified applicants and there is opportunity for program growth. In the event of a small pool of applicants, the School of Education's Communications group will work more closely with the MSAT program to further strengthen marketing. Engaging with the Graduate School's three-year review will also provide an opportunity to address program enrollment.

Are international students permitted to enroll in this program?

Those who are not familiar with using the html editor fields may upload a document with information about the curriculum for use by those who will format and edit the content that will appear in the Guide.

Select the school or college degree requirements that will be used.

Will this program have Honors in the Major?

Parent Requirements

Guide Requirements tab

## **Master of Science in Athletic Training (MSAT)**

### **Required Courses**

KINES 570 Anatomical Foundations in Athletic Training (3 credits)  
KINES 571 Emergency Procedures Athletic Trainers (2 credits)  
KINES 572 Foundational Skills in Athletic Training (1 credit)  
KINES 620 Clinical Practicum in Athletic Training I (2 credits)  
KINES 621 Clinical Practicum in Athletic Training II (3 credits)  
KINES 622 Clinical Field Experiences in AT III (3 credits)  
KINES 623 Clinical Field Experiences in AT IV (3 credits)  
KINES 624 Athletic Training Preceptorship I (6 credits)  
KINES 625 Athletic Training Preceptorship II (7 credits)  
KINES 650 Foundations of Professional Practice in Athletic Training (1 credits)  
KINES 651 Public Health, Policy, and Practice (3 credits)  
KINES 652 Evaluation and Therapeutic Interventions I (4 credits)  
KINES 653 Evaluation and Therapeutic Interventions II (4 credits)  
KINES 654 Clinical Medicine in Athletic Training I (3 credits)  
KINES 655 Clinical Medicine in Athletic Training II (3 credits)  
KINES 656 Scientific Inquiry in Athletic Training (3 credits)  
KINES 657 Role Transition and Professional Practice in Athletic Training (1 credit)  
KINES 658 Seminar in Athletic Training (1 credit)  
KINES 670 Enhancing Performance and Wellness (1 credit)  
KINES 671 Diagnostic Imaging in Athletic Training (1 credit)  
KINES 672 Principles of Pharmacology for Athletic Trainers (1 credit)  
KINES 673 Informatics and Quality Improvement (1 credit)  
KINES 674 Practice Based Research in Athletic Training (1 credit)

### **58 Total Credits**

## **Master of Science in Athletic Training (MSAT)**

### **Curricular Sequence**

#### **Summer I (8 credits)**

KINES 570 - Anatomical Foundations in Athletic Training (3 credits)  
KINES 571 - Emergency Procedures Athletic Trainers (2 credits)  
KINES 572 - Foundational Skills in Athletic Training (1 credit)  
KINES 620 - Clinical Practicum in Athletic Training I (2 credits)

#### **Fall I (15 credits)**

KINES 650 - Foundations of Professional Practice in Athletic Training (1 credit)  
KINES 651 - Public Health, Policy, and Practice in AT II (3 credits)  
KINES 652 - Evaluation and Therapeutic Interventions I (4 credits)  
KINES 654 - Clinical Medicine in Athletic Training I (3 credits)  
KINES 621 - Clinical Practicum in Athletic Training II (3 credits)  
KINES 670 - Enhancing Performance and Wellness (1 credits)

#### **Spring I (15 credits)**

KINES 650 - Seminar in Athletic Training (1 credit)  
KINES 653 - Evaluation and Therapeutic Interventions II (4 credits)  
KINES 655 - Clinical Medicine in Athletic Training II (3 credits)  
KINES 656 - Scientific Inquiry in Athletic Training (3 credits)  
KINES 671 - Diagnostic Imaging in Athletic Training (1 credit)  
KINES 622 - Clinical Field Experience in Athletic Training III (3 credits)

#### **Summer II (4 credits)**

KINES 623 - Clinical Field Experience in AT IV (3 credits) – 4 weeks  
KINES 672 - Principles of Pharmacology for Athletic Trainers (1 credit)

#### **Fall II (8 credits)**

KINES 624 - Athletic Training Preceptorship I (6 credits) – 11 weeks  
 KINES 673 - Informatics and Quality Improvement (1 credit)  
 KINES 657- Professional Practice and Role transition in Athletic Training (1 credit)

**Spring II (8 credits)**

KINES 625 - Athletic Training Preceptorship II (7 credits) – 14 weeks  
 KINES 674 - Practice Based Research in Athletic Training (1 credit)

Total credits required:

58

Semesters to completion:

Parent Plan Graduate Policies

Guide Graduate Policies tab

## **MASTER OF SCIENCE IN ATHLETIC TRAINING (MSAT)**

### **GRADUATE SCHOOL POLICIES**

The Graduate School's Academic Policies and Procedures provide essential information regarding general university policies. Program authority to set degree policies beyond the minimum required by the Graduate School lies with the degree program faculty. Policies set by the academic degree program can be found below.

### **MSAT SPECIFIC POLICIES**

#### **MSAT GRADUATE PROGRAM HANDBOOK**

The MSAT Graduate Program Handbook is the repository for all of the program's policies and requirements.

#### **PRIOR COURSEWORK**

##### **Graduate Work from Other Institutions**

With program approval, students are allowed to count no more than 15 credits of graduate course work from other institutions. Coursework earned five or more years prior to admission to a master's degree is not allowed to satisfy requirements.

##### **UW–Madison Undergraduate**

No credits from a UW–Madison undergraduate degree are allowed to count toward the MSAT degree.

##### **UW–Madison University Special**

With program approval and payment of the difference in tuition (between special and graduate tuition), students are allowed to count no more than 15 credits of course work numbered 300 or above taken in UW–Madison University Special student status. Coursework earned five or more years prior to admission to a master's degree is not allowed to satisfy requirements.

#### **PROBATION**

The Graduate School regularly reviews the record of any student who earned grades of BC, C, D, F, or Incomplete in a graduate course (300 or above), or grade of U in research credits. This review could result in academic probation with a hold on future enrollment or in being suspended from the Graduate School.

1. Good standing (progressing according to standards; any funding guarantee remains in place).
2. Probation (not progressing according to standards but permitted to enroll; loss of funding guarantee; specific plan with dates and deadlines in place in regard to removal of probationary status).
3. Unsatisfactory progress (not progressing according to standards; not permitted to enroll, dismissal, leave of absence or change of advisor or program).

An overall GPA below 3.0 will place the student on academic probation. If a 3.0 GPA is not regained in the subsequent semester the student may be dismissed from the program or allowed to continue provisionally for 1 semester based on advisor appeal to the Graduate School.

#### **ADVISOR / COMMITTEE**

The MSAT assigns an advisor to each student. MSAT students must complete one mandatory group advising meeting each semester. In addition, students must meet individually once per semester with an advisor to insure satisfactory progress toward their MSAT degree and to monitor clinical placement progress needs.

#### **CREDITS PER TERM ALLOWED**

15 credits

Parent Guide Four Year Plan tab

Guide Four Year Plan tab

Discuss expected progress to degree and time to degree. For undergraduate programs discuss considerations for supporting students to complete the degree in four academic years.

The MSAT is a 24 month 58 credit program with a planned curricular sequence that cannot be altered. The final two semesters of the program include two immersive clinical field placements that can only be completed after satisfactorily completing the foundational course work in advance of field placements. To insure satisfactory progress, MSAT students must complete one mandatory group advising meeting each semester. In addition, students must meet individually with an advisor each semester.

Provide detail on how breadth will be achieved.

Describe part-time format (<8 credits fall and spring semesters < 4 credits summer term) here.

Describe full-time, time-compressed, intensive format here.

Describe other format here.

## Program Learning Outcomes and Assessment

Parent Program Learning Outcomes

List the program learning outcomes.

Outcomes – enter one learning outcome per box. Use the green + to create additional boxes.	
1	Understand the role of the athletic trainer within the broader health care system.
2	Demonstrate appropriate oral and written communication skills.
3	Develop and apply strategies to prevent the incidence and/or severity of injury and illnesses.
4	Demonstrate the clinical skills needed to appropriately diagnose patients for treatment and referral.
5	Apply clinical and decision-making skills to respond to acute injury and illness, including emergencies.
6	Assess patient status and develop treatment and rehabilitation that are consistent with contemporary disablement models.
7	Demonstrate clinical scholarship in the form of evidence appraisal and application to influence athletic training practice.
8	Maintain the highest standards of clinical practice by examining the quality of patient care through the use of patient outcomes.
9	Develop and practice-based research questions and quality improvement strategies to evaluate clinical questions in the interest of improving patient care while demonstrating an understanding of ethical research practice.

Summarize the assessment plan.

The MSAT program assessment plan is designed to provide the program with the information needed to maintain culture of continuous improvement in all aspects of the MSAT. The assessment measures, data analysis and subsequent action plans aid the program in assessing the quality of instruction, student learning, and overall program effectiveness. The program is guided by the campus assessment guidelines for graduate programs provided by the Provost's office.

The program relies on a variety of direct and indirect assessment methods to gather the needed data described above. These tools include: program completion data, alumni surveys, program exit interviews, BOC board exam pass rate, board exam results analysis by domain, placement data, course evaluations, preceptor evaluations and clinical site evaluations.

The program is also subjected to outside accreditation by the Commission on Accreditation of Athletic Training Programs (CAATE) and is required as part of the CAATE Standards to maintain a comprehensive assessment program. The program is in good standing and subject to a scheduled self-study and site visit review in the 2025/26 academic year

Approved Assessment Plan:  
Assessment\_MSAT\_Final.pdf

## Related Programs

List majors and certificates that may not be earned in combination with this program.

List majors that are anticipated to frequently be completed in combination with the proposed program. For each, describe how the proposed program can be completed in combination with the major without increasing time to degree.

Provide information in related programs offered by other UW System institutions and explain the extent to which the proposed program is distinct and how it overlaps or duplicates those programs.

Athletic Training at UW-Madison was the second program in the State of Wisconsin to secure national accreditation (2000). Since that time five additional programs have been accredited in the UW-System. In addition to UW-Madison, LaCrosse, Oshkosh, Stevens Point, Eau Claire, and Milwaukee currently offer programs in athletic training. All are in the various stages of program planning for MS degree transition with UW-Stevens Point and UW-Milwaukee already matriculating students. UW Green Bay has indicated an intent to plan but unlike the other campuses mentioned, they have not been educating students in AT since the early 90s. The presence of multiple AT programs with distinct identities and approaches within the UW System provides students with broad pedagogical and geographical choices for athletic training education in Wisconsin.

## Commitments

All required courses are approved through the school/college level.

Courses are offered on a regular basis to allow timely completion.

Courses have enrollment capacity.

Courses in the curriculum are numbered 300 or higher.

Yes

Courses in the curriculum are numbered 699 or lower.

Courses in which a student elects the pass/fail option will not count toward completion of requirements.

Special topics courses are only used if all topics count for the certificate.

All requirements must be met; exceptions that amount to waiving requirements are not permitted.

Course substitutions to the curriculum should be kept to a minimum; if substitutions are being made on a regular basis, the curriculum should be re-examined. When course substitutions are made, the substituted course should be formally added to the curriculum through governance for inclusion in the curriculum the following academic year.

Substitutions are not permitted for any course unless the substitution would be provided for every student with the same substitution request.

When the proposed certificate is made available to University Special students it is only available to those who have earned a baccalaureate degree.

Certificate program faculty and staff understand that Adult Career and Special Student Services (ACSSS) in the Division of Continuing Studies will serve as the advising, admissions, and academic dean's office for all University Special students.

Certificate program faculty and staff will work with ACSSS to monitor and advise University Special students seeking a certificate.

Certificate courses have the enrollment capacity to accommodate University Special students. Certificate program faculty and staff understand that University Special students completing the certificate will not have enrollment priority over degree-seeking undergraduate students nor University Special students enrolled in capstone certificate programs.

If completing the certificate as a University Special student, at least 12 credits towards the certificate must be earned in residence at UW-Madison, either while enrolled as a University Special student or from coursework earned while enrolled as an undergraduate at UW-Madison. (Note this is a higher residency requirement than is used for degree-seeking students.)

All of the Capstone certificate credits must be earned "in residence" (which includes on campus and distance-delivered courses) at UW-Madison while enrolled in the Capstone certificate program. Because a Capstone certificate is comprised of just a few courses, it is not appropriate for students who already have completed the same or similar coursework at UW-Madison or another institution.

At least half of the credits must be earned in residence (UW-Madison on campus, study abroad, or distance courses); exceptions to the minimum residency requirement are not permitted.

Students must earn a minimum 2.000 GPA on required certificate coursework. Completed courses listed within the certificate curriculum, whether or not they meet a specific requirement, are included in the calculation of the GPA.

Students must earn a minimum 3.000 GPA on required certificate coursework. Completed courses listed within the certificate curriculum, whether or not they meet a specific requirement, are included in the calculation of the GPA.

Students must earn a minimum grade of C on all attempted Capstone certificate coursework.

The program faculty/staff will ensure the program is encoded into DARS and will work with the Registrar's Office DARS liaison to keep approved revisions to the curriculum current.

All students will be declared into the appropriate plan code in SIS via either an admission process or e-declaration. If the student does not have the plan code on their student record in SIS the student is not considered to be in the program.

Students may complete only 1 named option within a plan code.

The program faculty/staff will ensure the program website, Advance Your Career materials if applicable, and other presentations are consistent with the Guide information for this program.

Yes

Certificate requires no more than half of the credits required for a major in a related field.

Credential will not be awarded retroactively to students who completed all of the requirements before the credential was approved.

Yes

Degree#seeking students may not be concurrently enrolled in a Capstone certificate program.

Students enrolled in Capstone certificate programs are NOT eligible for teaching assistant (TA), research assistant (RA), project assistant (PA) nor graduate fellowship support. Programs must disclose this program policy to Capstone certificate students in the recommendation of admission letter, program website, program handbook, and program orientation.

To be eligible for admission to a Capstone program, a student must hold an earned bachelor's degree or equivalent credential from an accredited college or university.

## Supporting Information

List name and department of those who are in support of this proposal.

Name (Last, First)	Date of contact/ support letter received	School,College, or Department	Comment by contact person	On behalf of
Steinkamp, Lisa A	9/30/2019	School of Med & Pub Hlth ACAF (SMPH ACAF)	Letter of Support for MSAT Authorization	
Snyder, Virginia Lea	9/27/2019	School of Med & Pub Hlth ACAF (SMPH ACAF)	Letter of Support for MSAT Authorization	
Gartland, Sharon G	9/27/2019	Kinesiology (KINESIO)	Letter of Support for MSAT Authorization	

If those supporting the proposal provided a letter or email of support upload here. A letter is NOT required. Upload any other explanatory information about support from other UW-Madison units.

Steinkamp\_PT\_Support.pdf

Additional Information:

Athletic Training\_Letter of Support for MSAT\_10-3-2019.pdf  
Support\_Letter\_ATgartland final.pdf

## Approvals

Department Approval - This proposal has been approved by the faculty at the department/academic unit level. The program faculty confirm that the unit has the capacity and resources (financial, physical, instructional, and administrative) to meet the responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining accurate information about the program in the Guide and elsewhere, conducting student learning assessment and program review, and otherwise attend to all responsibilities related to offering this program.

Enter any notes about approval here:

Entered by:



Date entered:

School/College Approval - This proposal has been approved at the school/college level and it is submitted with the Dean's support. The Dean and program faculty confirm that the unit has the capacity and resources (financial, physical, instructional, and administrative) to meet the responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining accurate information about the program in the Guide and elsewhere, conducting student learning assessment and program review, and otherwise attend to all responsibilities related to offering this program.

Enter any notes about approval here:

Entered by and date:

Date entered:

GFEC Approval - This proposal has been approved by the Graduate Faculty Executive Committee and the Dean of the Graduate School.

Enter any notes about the approval here:

Entered by:

Date entered:

UAPC Approval - This proposal has been approved by the University Academic Planning Council and the Provost.

Enter any notes about approval here:

Entered by:

Date entered:

## **For Administrative Use**

Admin Notes:

Guide URL:

Effective date:

Effective Guide Edition:

Career:

SIS Program Code:

SIS Program Code (BS):

SIS Short Description:

SIS code for additional major:

SIS code for intended major:

SIS code for honors in the major:

SIS code for honors in the major (BS):

SIS code for honors in the major (BMAJ):

SIS code for special student certificate:

Other plan codes associated with this program:

Diploma Text:

Diploma Text 2:

Degree:

Degree (BS):

Field of Study:

Program Length:

National Student Clearing House Classification:

Plan Group:

Educational Level:

Award Category:

Enrollment Category:

CIP Code:

STEMOPT:

UWSTEM:

HEALTH:

Educational Innovation Program:

Distance Education Program:

Non Traditional Program:

Special Plan Type:

CDR certificate category:

Added to UW System Crosswalk:

Reviewer Comments

**Karen E Mittelstadt (mittelstadt) (Mon, 21 Oct 2019 22:57:58 GMT):** The School of Nursing fully endorses the creation of the Master of Science in Athletic Training program.

**Andrea D Poehling (adpoehli) (Wed, 23 Oct 2019 17:39:40 GMT):** From Elizabeth Petty: As the Senior Associate Dean of Academic Affairs at the University of Wisconsin School of Medicine and Public Health (UWSMPH) who provides direct oversight to our health professional and related master degree program at our school, I am supportive of the proposal for a new program, MS in Athletic Training, which is being developed by the Department of Kinesiology in the School of Education at the University of Wisconsin - Madison. This is an important and growing field in health care - the projected job market increase is high. The elevation to a master degree program is consistent with national directives in the field as supported by the Commission on Accreditation of Athletic Training Education. The UW-Madison has had a strong and vibrant undergraduate degree program for athletic trainers and given the national trend it is a logical transition to elevate the degree at UW-Madison so that graduates in the field remain competitive in the job market and, ideally, become future leaders in the field. I must admit I worry a little bit about degree creep across all of our professional degree programs in an era where college debt is high and workforce demand is high, but given the national momentum in the field toward a master terminal degree it is prudent for UW-Madison to move in this direction. One outcome that I hope can be realized with the MS degree is that there will be ongoing efforts to increase interprofessional education opportunities with graduate and professional level health degree programs at SMPH, such as with students in our DPT, MD, MPAS, and MPH programs. Advancing to a MS program will help ensure the interprofessional learners have more equivalent levels of higher education prior to entering their degree program, which may facilitate more productive learning opportunities with students in different programs.

Key: 1066