

**NOT FOR USE FOR CURRICULAR COURSE CHANGES  
REQUEST FOR PROGRAM IMPROVEMENTS**

**NOTE:** Changes to programs may require course changes, which must be processed electronically. Any questions should be directed to Associate Provost David Reinhold at 7-4564 or [david.reinhold@wmich.edu](mailto:david.reinhold@wmich.edu)

**DEPARTMENT:** Human Performance Health Education  
**PROPOSED EFFECTIVE FALL YEAR:** Fall 2022

**COLLEGE:** Education and Human Development

**PROPOSED IMPROVEMENTS:** *Academic Program Proposed Improvements*

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> New degree*        | <input type="checkbox"/> New minor*           | <input type="checkbox"/> Admission requirements  |
| <input type="checkbox"/> New major*         | <input checked="" type="checkbox"/> Deletion* | <input type="checkbox"/> Graduation requirements |
| <input type="checkbox"/> New curriculum*    | <input type="checkbox"/> Revised major        | <input type="checkbox"/> Change in Title         |
| <input type="checkbox"/> New concentration* | <input type="checkbox"/> Revised minor        | <input type="checkbox"/> Transfer                |
| <input type="checkbox"/> New certificate*   |   |  |

☐ Other (explain\*\*)    \*\* Other:

**Title of degree, curriculum, major, minor, concentration, or certificate:** Athletic Training Major, Athletic Training Professional Program (ATRM)

**Chair, Department Curriculum Committee:** Carol Weideman

**Date** 9/16/2021

**CHECKLIST FOR DEPARTMENT CHAIRS/DIRECTORS**

- ☐ For new programs and other changes that have resource implications, the dean has been consulted. **NA**
- ☐ When appropriate, letters of support from department faculty are attached. **NA**
- ☐ When appropriate, letters of support from other departments in the same college are attached. **NA**
- ☐ When appropriate, letters of support from other college deans, whose programs/courses may be affected by the change, are attached. **NA**
- ☐ The proposal has been reviewed by HIGE for possible implications for international student enrollment. **NA**
- ☐ The proposal is consistent with the departmental assessment plan, and identifies measurable learning outcomes for assessment. **NA**
- ☐ Detailed resource plan is attached where appropriate. **NA**
- ☒ All questions attached have been completed and supporting documents are attached.
- ☒ The proposal is written and complete as outlined in the Faculty Senate guidelines and the curriculum change guides.

**Chair/Director:**



**Date** 9/17/2021

**CHECKLIST FOR COLLEGE CURRICULUM COMMITTEE**

- ☐ The academic quality of the proposal and the faculty involved has been reviewed.
- ☐ Detailed resource plan is attached where appropriate.
- ☐ Consistency between the proposal and the relevant catalog language has been confirmed.
- ☐ The proposal has been reviewed for effect on students transferring from Michigan community colleges. Detailed information on transfer articulation must be included with undergraduate proposals.
- ☐ Consistency between the proposal and the College and department assessment plans has been confirmed.
- ☐ Consistency between the proposal and the College and department strategic plans has been confirmed.
- ☒ All questions attached have been completed and supporting documents are attached.
- ☒ The proposal is written and complete as outlined in the Faculty Senate guidelines and the curriculum change guides.

Chair, College Curriculum Committee:

Date

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REQUEST FOR PROGRAM IMPROVEMENTS**

**CHECKLIST FOR COLLEGE DEANS**

- ☐ For new programs and proposed program deletions, the provost has been consulted.
- ☐ For new programs, letter of support from University Libraries Dean indicating library resource requirements have been met.
- ☐ When appropriate, letters of support from other college faculty and/or chairs are attached.
- ☐ When appropriate, letters of support from other college deans, whose programs/courses may be affected by the change, are attached.
- ☐ The proposal has been reviewed for implications for accreditation, certification, or licensure.
- ☐ Detailed resource plan is attached where appropriate.
- ☐ All questions attached have been completed and supporting documents are attached.
- ☐ The proposal is written and complete as outlined in the Faculty Senate guidelines and the curriculum change guides.

Dean:

Date

**FOR PROPOSALS REQUIRING REVIEW BY:**

GSC/USC; EPGC, GRADUATE COLLEGE, and/or FACULTY SENATE EXECUTIVE BOARD

<input type="checkbox"/> Return to Dean		
<input type="checkbox"/> Forward to:	Curriculum Manager:	Date:
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	*needs review by Chair, GSC/USC:	Date
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	Chair, EPGC:	Date
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	Graduate College Dean:	Date:
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	Faculty Senate President:	Date
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	*needs review by Provost:	Date

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1. Explain briefly and clearly the proposed improvement:

The program is being phased-out currently and should be deleted as athletic training as a profession is moving to a graduate program only route for certification and program accreditation. The current graduate program is a post-professional program that requires students to be certified and graduate from an undergraduate athletic training program which will no longer exist starting Fall 2022.

2. Rationale. Give your reason(s) for the proposed improvement.

The graduate athletic training program withdrew CAATE accreditation for the post-professional master's program in 2018 due to not increasing faculty lines to stay compliant. With the athletic training degree change, graduate assistant opportunities in the community are no longer viable and Bronson Hospital has been gradually decreasing the number of graduate assistantships it has paid for to WMU.

3. Effect on other colleges, departments, or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one.

Not Applicable

4. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

The athletic training students were required to take HPHE 6900 and HPHE 6920 at the department level and will no longer be contributing to the enrollment.

5. Alignment with college's and department's strategic plan, mission, and vision.

The HPHE department relies on the CEHD's strategic plan, mission, and vision. As part of ongoing program evaluation and accreditation required changes, the graduate athletic training program was not able to maintain the high level of commitment that aligns with the college's mission, vision, and goals to be globally engaged or shift into a new professional graduate athletic training degree. CAATE requirements for new graduate programs would mean re-locating athletic training to the College of Health and Human Services to be with other healthcare professions.

6. Effects on enrolled students: Are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time.

All current students are on track to graduate by Summer I of 2022. There will be no change in the education to these students as they finish their program.

7. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

While there is a demand for athletic training education, the professional shift to only accredited graduate programs has shifted the need away from post-professional graduate athletic training programs.

8. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. If proposing a new program, include a letter and/or email of support from the university libraries affirming that the library resource issues have been reviewed. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

Athletic training currently has its own lab space and storage room in the Student Recreation Center, that will no longer require that space. Graduate athletic training courses have utilized the department's librarian and physical course reserves with updated textbooks to increase access to students. These will no longer be needed as the courses will no longer be offered. A cost to the university will be decreased, as there will no longer be the yearly accreditation fees.

WMU Libraries have been contacted about the program deletion and will not renew related subscriptions as they expire.

9. List the learning outcomes for the revised or proposed major, minor, or concentration. The department will use these outcomes for future assessments of the program.

Not applicable

10. Describe how this change is a response to assessment outcomes that are part of a department or college assessment plan or informal assessment activities.

This change was a response to external factors due to accreditation and professional changes.

11. (Undergraduate proposals only) Describe in detail how this change affects transfer articulation for Michigan community colleges. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section.

Not applicable

12. Please offer both "Current Catalog Language" and "Proposed Catalog Language" if there is to be a change in the catalog description for a given program. For the "current" language, please copy and paste relevant language from the most current catalog and for the "proposed" language, please share the exact proposed new catalog language. As possible, bold or otherwise note the key changes in the new proposed catalog language.

The current Catalog listing is below.

## Master of Science in Athletic Training (ATRM)

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Advisor:

Michael G. Miller

1037 Student Recreation Center

The Department of Human Performance and Health Education offers a Master of Science in Athletic Training.

The Athletic Training concentration is an CAATE accredited post-professional athletic training education program designed to provide the student with advanced athletic training, didactic and laboratory experiences, clinical internship opportunities in which the students will solidify their skills, and research experiences to become better clinicians and educators. Students wishing to pursue this degree program must be either BOC certified or eligible for BOC certification.

### Admission Requirements

Meet Graduate College admission standards, successful completion of an undergraduate major or minor or equivalent appropriate for intended emphasis area, submission of GRE scores, submission of a letter of intent, a current resume, and three letters of recommendation.

### Research Cognate (6 hours)

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- HPHE 6900 - Research Procedures in Human Performance and Health Education Credits: 3 hours
- HPHE 6920 - Analytical Techniques in Human Performance and Health Education Credits: 3 hours

### Required Courses (24 hours)

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- HPHE 6320 - Theories of Strength and Conditioning Credits: 3 hours
- HPHE 6810 - Sports Medicine: Applied Anatomy and Physiology Credits: 2 hours
- HPHE 6821 - Manual Therapy Techniques in Sports Medicine Credits: 3 hours
- HPHE 6830 - Aquatic Therapy Techniques and Rehabilitation Credits: 3 hours
- HPHE 6850 - Advanced Techniques in Therapeutic Modalities Credits: 3 hours
- HPHE 6880 - Orthopedic Fabrication and Diagnostics in Sports Medicine Credits: 3 hours
- HPHE 6890 - Emergency Management in Athletic Training Credits: 3 hours
- HPHE 7120 - Professional Field Experience Credits: 1 to 12 hours

- (Credits: 4 hours needed)

## Capstone Experience (6 hours)

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Chose one of the following options:

### Thesis Option

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- HPHE 7000 - Master's Thesis Credits: 1 to 6 hours

### Independent Research Option

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- HPHE 7100 - Independent Research Credits: 2 to 6 hours
- (Credits: 3 hours needed)

Since the program is requesting to be deleted, there is no new proposed Catalog language.