

UNIVERSITY FACULTY SENATE FORMS

Academic Program Approval

This form is a routing document for the approval of new and revised academic programs. Proposing department should complete this form. A checklist is available to assist in the preparation of a proposal. For more information, call the Faculty Senate Office at 831-2921.

Submitted by: Christopher A Knight phone number 6175

Department: Kinesiology and Applied Physiology email address caknight@udel.edu

Date: October 29, 2012

Action: Revisions to undergraduate catalog to update language related to the policies for the accredited Athletic Training Education Program.

(Example: add major/minor/concentration, delete major/minor/concentration, revise major/minor/concentration, academic unit name change, request for permanent status, policy change, etc.)

Effective

term 13F

(use format 04F, 05W)

Current

degree BS

(Example: BA, BACH, BACJ, HBA, EDD, MA, MBA, etc.)

Proposed change leads to the degree of:

BS

(Example: BA, BACH, BACJ, HBA, EDD, MA, MBA, etc.)

Proposed name: No

change

Proposed new name for revised or new major / minor / concentration / academic unit (if applicable)

Revising or Deleting:

Undergraduate major / Concentration: Athletic Training

(Example: Applied Music – Instrumental degree BMAS)

Undergraduate minor: _____

(Example: African Studies, Business Administration, English, Leadership, etc.)

Graduate Program Policy statement change: _____

(Must attach your Graduate Program Policy Statement)

Graduate Program of Study: _____

(Example: Animal Science: MS Animal Science: PHD Economics: MA Economics: PHD)

Graduate minor / concentration: _____

Note: all graduate studies proposals must include an electronic copy of the Graduate Program Policy Document, highlighting the changes made to the original policy document.

List new courses required for the new or revised curriculum. How do they support the overall program objectives of the major/minor/concentrations)?

(Be aware that approval of the curriculum is dependent upon these courses successfully passing through the Course Challenge list. If there are no new courses enter "None")

None

Supply support letter from the Library, Dean, and/or Department Chair if needed

(all new majors/minors will need a support letter from the appropriate administrator.)

NA

Supply a resolution for all new majors/programs; name changes of colleges, departments, degrees; transfer of departments from one college to another; creation of new departments; requests for permanent status. See example of resolutions.

NA

Explain, when appropriate, how this new/revised curriculum supports the 10 goals of undergraduate education: <http://www.ugs.udel.edu/gened/>

NA - changes to language explaining policy only.

Identify other units affected by the proposed changes:

(Attach permission from the affected units. If no other unit is affected, enter "None")

None

Describe the rationale for the proposed program change(s):

(Explain your reasons for creating, revising, or deleting the curriculum or program.)

The proposed changes to the undergraduate catalog are to update and clarify the language related to policies for the accredited Athletic Training Education Program.

Program Requirements:

(Show the new or revised curriculum as it should appear in the Course Catalog. If this is a revision, be sure to indicate the changes being made to the current curriculum and **include a side-by-side comparison** of the credit distribution before and after the proposed change.) See example of side by side.

<p>ATHLETIC TRAINING: ADMISSION REQUIREMENTS AND APPLICATION PROCEDURE</p> <p>Incoming freshmen and transfer students interested in the athletic training major are admitted to "Athletic Training Interest" program. At the completion of the freshman year, students seeking admission into the athletic training major must have completed the following:</p> <p>Freshman Year - Athletic Training Curriculum:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">CHEM 103</td> <td style="text-align: right;">4</td> </tr> <tr> <td>*KAAP155</td> <td style="text-align: right;">3</td> </tr> <tr> <td>*KAAP 220</td> <td style="text-align: right;">3</td> </tr> <tr> <td><u>MEDT200</u></td> <td style="text-align: right;">3</td> </tr> <tr> <td>Math Course</td> <td style="text-align: right;">3</td> </tr> <tr> <td>Total</td> <td style="text-align: right;">16</td> </tr> </table>	CHEM 103	4	*KAAP155	3	*KAAP 220	3	<u>MEDT200</u>	3	Math Course	3	Total	16	<p>ATHLETIC TRAINING: ADMISSION REQUIREMENTS AND APPLICATION PROCEDURE</p> <p>Incoming freshmen and transfer students interested in the athletic training major are admitted to "Athletic Training Interest" program. At the completion of the freshman year, students seeking admission into the athletic training major must have completed the following:</p> <p>Freshman Year - Athletic Training Curriculum:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">CHEM103</td> <td style="text-align: right;">4</td> </tr> <tr> <td><u>*KAAP155</u></td> <td style="text-align: right;">3</td> </tr> <tr> <td><u>*KAAP220</u></td> <td style="text-align: right;">3</td> </tr> <tr> <td>MATH Course</td> <td style="text-align: right;">3</td> </tr> <tr> <td>MEDT200</td> <td style="text-align: right;">3</td> </tr> <tr> <td></td> <td style="text-align: right;">16</td> </tr> </table>	CHEM103	4	<u>*KAAP155</u>	3	<u>*KAAP220</u>	3	MATH Course	3	MEDT200	3		16
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ENGL 110	3
NTDT200	3
PSYC100	3
*KAAP210	3
*KAAP240(Spring only)	3
	15

*These courses are used to calculate the Prerequisite Courses GPA. Students MUST earn a B- or better grade in these four prerequisite courses to be considered for admission into the Athletic Education Training Program.

All students seeking admission into the Athletic Training Education Program must have attained a minimum GPA of 2.75/4.00

TECHNICAL STANDARDS FOR ADMISSION

The Athletic Training Education Program at the University of Delaware is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the Athletic Training Education Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills and competencies of an entry-level athletic trainer, as well as meet the expectations of the program's accrediting agency (Commission on Accreditation of Athletic Training Education Programs - "CAATE"). The following abilities and expectations must be met by all students admitted to the Athletic Training Education Program. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into the program.

Compliance with the program's technical standards does not guarantee a student's eligibility for the Board of Certification (BOC) examination.

Candidates for selection to the Athletic Training Education Program must demonstrate:

1. The mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm;
2. Sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely, and efficiently use equipment and materials during the assessment and treatment of patients;
3. The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice;
4. The ability to record the physical examination results and a treatment plan clearly and accurately;
5. The capacity to maintain composure and continue to function well during periods of high stress;
6. The perseverance, diligence and commitment to complete the athletic training education program as outlined and sequenced;
7. Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations;
8. Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

ENGL 110	3
NTDT 200	3
PSYC100	3
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*KAAP240	3
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Candidates for selection to the Athletic Training Education Program will be required to verify that they understand and meet these technical standards or that they believe, with certain accommodations, they can meet the standards.

The Director of the Office of Equity and Inclusion will evaluate a student who states he/she could meet the program's technical standards with accommodation and confirm that the stated condition qualifies as a disability under applicable laws.

If a student states he/she can meet the technical standards with accommodation, then the University will determine whether it agrees that the student can meet the technical standards with reasonable accommodation; this includes determination as to whether the accommodations requested are reasonable, taking into account whether accommodation would jeopardize clinician/patient safety, or the educational process of the student or the institution, including all coursework, clinical experiences and internships deemed essential to graduation.

In accordance with CAATE "Health and Safety" standard F1 that states:

"A physical examination by a MD/DO/NP/PA must verify that the student is able to meet the physical and mental requirements - with or without reasonable accommodation - of an athletic trainer. This examination must include:

F1.1 a medical history,

F1.2 an immunization review, and

F1.3 evidence of a physical examination that is maintained by the institution in accordance with established confidentiality statutes."

All athletic training students will be required to comply with the above standard. As a result, those students formally accepted into the ATEP following the ATI experience, will be required to have a physical examination performed by a UD physician or other appropriate recognized medical professional in accordance with the above provision. Documentation of the physical examination must be filed before beginning your first clinical rotation as part of the **KAAP257 - Athletic Training Practicum I** class. The results of this examination will then be filed with your permanent medical records at the University of Delaware.

Criteria For Admission

Eight criteria are evaluated as part of the admission process in accepting students into the ATEP:

1. Overall GPA
2. Prerequisite Courses GPA
3. Directed Observation Hours
4. Letters of Recommendation
5. Interview
6. Essay
7. Clinical Evaluations
8. Clinical Competency Evaluation and Palpation Checklist

In evaluating the criteria, different ranking scales (1-5, 1-10, etc) are used. In each case the top student in each criteria would receive the lowest number awarded.

The **eight criteria** are evaluated in the following manner:

Overall GPA - Students must attain a minimum of 2.75/4.00 overall GPA to be considered for admission into the Athletic Training Education Program. The total number of candidates applying for admission to the program is divided by (10). For example, if twenty students apply, 20 is divided by 10 and the result is 2. In cases

language at a level consistent with competent professional practice;

4. The ability to record the physical examination results and a treatment plan clearly and accurately;
5. The capacity to maintain composure and continue to function well during periods of high stress;
6. The perseverance, diligence and commitment to complete the athletic training education program as outlined and sequenced;
7. Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations;
8. Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

Candidates for selection to the Athletic Training Education Program will be required to verify they understand and meet these technical standards or that they believe, with certain accommodations, they can meet the standards.

The Director of the Office of Equity & Inclusion will evaluate a student who states he/she could meet the program's technical standards with accommodation and confirm that the stated condition qualifies as a disability under applicable laws.

If a student states he/she can meet the technical standards with accommodation, then the University of Delaware will determine whether it agrees that the student can meet the technical standards with reasonable accommodation; this includes a review whether the accommodations requested are reasonable, taking into account whether accommodation would jeopardize clinician/patient safety, or the educational process of the student or the institution, including all coursework, clinical experiences and internships deemed essential to graduation.

In accordance with CAATE "Health and Safety" standard V athletic training students will abide by the following:

A. Technical standards required for completion of the program must be clearly defined, published, approved by appropriate institutional representatives and be publically accessible.

1. Students must read and sign the technical standards and are required to update their signature if their health status changes. Students who require accommodation to meet the technical standards must obtain verification by a physician or appropriate institution disability officer as defined by sponsoring institution policy that proper accommodation has been provided for the student to meet the standard.

B. Students must have documentation of immunizations appropriate for health care providers as determined by the institution.

C. An active communicable or infectious disease policy as determined by the institution must be established and

where a number falls between whole numbers (i.e. 2.6) the number would either be rounded up or down depending on where it fell on the scale. 2.5 would be rounded upward to 3, whereas 2.4 would be rounded downward to 2. We then rank the overall GPA of the students from high to low. The students would then be placed in groups of 2 with the top two students receiving a score of (1). The next two highest GPAs would receive a score of (2). We continue scoring the students until everyone receives a score.

Prerequisite Courses GPA - A total of four classes (KAAP155, KAAP210, KAAP220 and KAAP240) are used to calculate the Prerequisite Courses GPA. Students MUST earn a B- or better grade in these four (4) prerequisite courses to be considered for admission into the Athletic Training Education Program. The candidates' GPAs are ranked from high to low. The student with the highest GPA receives a score of (1); this number is then multiplied by two ($1 \times 2 = 2$) for a total score of two. We continue scoring the students until everyone receives a score. We weight this criterion more heavily than others because we believe the Prerequisite Courses GPA is a very good predictor for success in our program.

Directed Observation Hours - Student are assigned by the Coordinator of the "Athletic Training Interest" program to a variety of clinical venues to gain valuable directed observation hours. Students who obtain between 50-99 directed observation hours receive a score of four (4). Students who obtain between 100-149 directed observation hours receive a score of three (3). Students who obtain between 150-199 directed observation hours receive a score of two (2). Students who obtain over 200 directed observation hours receive a score of one (1).

Letters of Recommendation - Students seeking admission into the ATEP will be asked to secure three letters of recommendation from individuals who can attest for their personality and clinical abilities. Letters of recommendation are evaluated using a ranking scale of (1-5). Each athletic training faculty member reads the three letters of recommendation and gives them a numerical score of between (1-5). A score of one would be considered excellent, while a score of five would be poor. All letters of recommendation are read independently. The scores from all the evaluators are added together and then divided by the total number of evaluators. The averaged score is then recorded on the admission ranking form.

Interview - Candidates seeking admission into the ATEP are given a formal interview conducted by the athletic training faculty, in May of each year. Each evaluator uses a standardized form, worth 100 points. At the end of the interview process the score for each candidate is totaled and then divided by the number of evaluators to get an overall interview score. The student with the best average interview score receives a score of (1), next highest is given a score of (2) and so on until everyone has a score. This number is then multiplied by two (i.e. $1 \times 2 = 2$, $2 \times 2 = 4$, etc...). We weight this criterion more heavily than others because we believe the Interview is a very good predictor for success in our program.

Essay - The Essay criteria is scored using the same method as used for Letters of Recommendation.

Clinical Evaluations - Students are required to complete a series of four clinical rotations during the interest phase of the program. In doing so they are formally evaluated by the Approved Clinical Instructors ("ACI's") at each rotation. Clinical performance is critiqued on areas involving both "Skills/Abilities" and "Personal Attributes". A Likert scale (0-5) is used in this process. The overall evaluation score that combines both "Skills/Abilities" and "Personal Attributes" is averaged across all 4 rotations. Higher evaluation scores are best. The evaluation scores for each student would be rank ordered from highest to lowest. The Clinical Evaluations are scored using the same criteria used with Overall GPA.

made publically available.

D. Students must read and sign the program's active communicable disease policy as described in Standard V.C.

E. Athletic training students must have liability insurance that can be documented through policy declaration pages or other legally binding documents.

F. Athletic training students must have verification of completion of applicable HIPAA training as determined by the institution.

G. The program must establish a uniform written safety policy for all clinical sites regarding therapeutic equipment. Sites accredited by JAHCO, AAAHC or other recognized external accrediting agencies are exempt.

1. The program must provide proof that therapeutic equipment at all sites is inspected, calibrated, and maintained according to the manufacturer's recommendation, or by federal, state, or local ordinance.

H. Blood-borne pathogen training and procedures:

1. Formal blood-borne pathogen training must occur before students are placed in a potential exposure situation. This includes placement at any clinical site, including observational experiences;

2. A detailed post-exposure plan that is consistent with the federal standard and approved by appropriate institutional personnel must be provided to the students.

3. Blood-borne pathogen policies must be posted or readily available in all locations where the possibility of exposure exists and must be immediately accessible to all current students and program personnel including preceptors;

4. Students must have access to and use of appropriate bloodborne pathogen barriers and control measures at all sites;

5. Students must have access to, and use of, proper sanitation precautions (e.g. hand washing stations) at all sites.

I. All sites must have a venue-specific written Emergency Action Plan (EAP) that is based on well-established national standards or institutional offices charged with institution-wide safety (e.g. position statements, occupational/environmental safety office, police, fire and rescue).

CRITERIA FOR ADMISSION

Eight (8) criteria are evaluated as part of the admission process in accepting students into the Athletic Training Education Program: (ranked in order of weighting importance high to low)

Clinical Competency Evaluation and Palpation Checklist -

Students are expected to complete the "Clinical Competency Evaluation Checklist" and the "Palpation Checklists" throughout the course of the academic year [September - May]. A percentage of the total number of possible "ACI check-offs" will be calculated to determine how many competencies were completed (e.g. - 112/156 = 71.8%). The percentage scores for each student would be rank ordered from highest to lowest. The Clinical Competency Evaluation and Palpation Checklists are scored using the same criteria used with Overall GPA.

When all the criteria have been scored/ranked, the 8 scores are added together, to make a grand total score. The candidate with the lowest (BEST) grand total score is ranked as the first candidate who will be offered admission to the ATEP.

Acceptance into the ATEP is based upon the stated criteria and the number of available openings in the program. Meeting the minimum admission requirements does not guarantee acceptance into the program. Offers of admission into the ATEP are presented on a competitive basis to those individuals who are most qualified. Students may apply for admission to the ATEP at the end of the spring semester. Acceptance/rejection letters will be mailed to each candidate by July 1st.

Students interested in transferring from another institution or from another major at the University of Delaware must meet University of Delaware and College of Health Sciences transfer requirements and complete the same requirements as freshmen in the "Athletic Training Interest - ATI" program.

Students enrolled in the ATEP meet with the Program Director and Clinical Coordinator to plan the clinical education experience. Clinical education experiences are initiated in the first year and required in each succeeding semester of the student's program and designed to provide the student with sufficient opportunity to develop specific competencies and proficiencies pertaining to the health care of the athlete and those involved in physical activity. The clinical experience provides the student with an opportunity for integration of psychomotor, cognitive and affective skills within the context of direct patient care. The skills are identified within the psychomotor and clinical proficiencies aspects of each of the domains included in the document "NATA - Athletic Training Educational Competencies - 4th Edition." The development of psychomotor skills represents a significant focus of the student's clinical experience; ample opportunity is also provided for development and demonstration of competencies within the cognitive and the affective aspects of each domain identified in the above document.

A curricular requirement for all students in the ATEP is the satisfactory completion of six (6) Practicums. These Practicums (KAAP257, KAAP357, KAAP358, KAAP457, KAAP458, KAAP459) are offered in sequence over six full semesters and coincide with the athletic training students' clinical assignments. Requirements for each of these Practicum experiences include: (1) **Clinical Hours**, (2) **Clinical Evaluations**, (3) **Completion of the Clinical Proficiencies**, (4) **Performance on the Clinical Proficiencies**, and (5) **Attendance at Required Meetings/Professional Functions**, (6) **Endorsement of Program Director** and (7) **Completion of Practicum Notebooks**. The details of each of these requirements are clarified in the **UNIFORM PRACTICUM GRADING GUIDELINES** that are posted on the ATEP web site at - http://www.udel.edu/HNES/AT/Site/clinical_education.html. Clinical assignments will include the University of Delaware athletic training room(s), athletic practices, and competitive events; community sports medicine clinics; physician offices, general medical clinics, high school venues in the greater Wilmington, DE area; and athletic training research environments for a minimum of three academic years under the direct supervision of a variety of qualified allied health professionals (Approved Clinical Instructors -

1. Prerequisite Courses GPA*
2. Clinical Evaluations *
3. Interview *
4. Overall GPA
5. Directed Observation Hours
6. Letters of Recommendation #
7. Essay #
8. Clinical Competency Evaluation and Palpation Checklists

*equal weighting #equal weighting

In evaluating the criteria, different ranking scales (1-5, 1-10, etc) are used. In each case the top student in each criteria would receive the lowest ("best" rank) number awarded.

The eight (8) criteria are evaluated in the following manner:

1) Prerequisite Courses GPA - A total of four classes (KAAP155, KAAP210, KAAP220 and KAAP240) are used to calculate the Prerequisite Courses GPA. Students **MUST** earn a B- or better grade in these four (4) *Prerequisite Courses* to be considered for admission into the Athletic Training Education Program. The candidates' GPAs are ranked from high (best) to low (worst). The student with the highest GPA receives a score of (1); this number is then multiplied by two (1 X 2=2) for a total score of two. We continue scoring the students until everyone receives a score. We weight this criterion more heavily than others because we believe the Prerequisite Courses GPA is a very good predictor for success in our program.

2) Clinical Evaluations - Students are required to complete a series of clinical rotations during the "interest phase" of the program. In doing so they are formally evaluated by their Clinical Supervisors at each rotation. Clinical performance is critiqued on areas involving both "Skills/Abilities" and "Personal Attributes". A Likert scale (0-5) is used in this process. The overall evaluation score that combines both "Skills/Abilities" and "Personal Attributes" is averaged across all rotations. Higher evaluation scores are best. The evaluation scores for each student would be rank ordered from highest (best) to lowest (worst). The *Clinical Evaluations* are scored using the same format used with *Prerequisite Courses GPA*. We weight this criterion more heavily than others because we believe the Clinical Evaluation score is a very good predictor for success in our program.

3) Interview - Candidates seeking admission into the ATEP are given a formal interview conducted by the athletic training faculty/staff/students in May of each year. Each evaluator uses a standardized scoring rubric. At the end of the interview process the score for each candidate is totaled and then divided by the number of evaluators to get an overall interview score. Higher scores are better. The *Interviews* are scored using the same format used with *Prerequisite Courses GPA*. We weight this criterion more heavily than others because we believe the *Interview* is a very good predictor for success in our program.

4) Overall GPA - Students must attain a minimum 2.75/4.00 overall GPA to be considered for admission into the Athletic Training Education Program. Overall GPA's of all students applying for admission are rank ordered

ACI and/or Clinical Instructors - CI). The student will be exposed to upper extremity, lower extremity, equipment intensive, and general medical experiences of both genders. Athletic training students are evaluated at the end of each clinical assignment.

Once students are admitted to the program, they are required to maintain the following minimum standards:

1. Cumulative GPA of 2.0;
2. Satisfactory completion of the required Practicum sequence;
3. Meet the technical standards for admission.

Students who do not maintain the above minimum standards are placed on probation and are required to correct all deficiencies by the end of the next semester. Students who do not correct deficiencies are dropped from the curriculum.

BOARD OF CERTIFICATION (BOC) EXAM ELIGIBILITY

Candidates who are enrolled in their final semester/quarter prior to graduation are eligible to sit for the BOC exam. Qualified candidates for the BOC certification exam must meet the following requirements:

- A. Endorsement of the examination application by the CAATE recognized Program Director (PD) of the CAATE accredited education program.
- B. Proof of current certification in EMERGENCY CARDIAC CARE (ECC). (Note: ECC certification must be current at the time of initial application and any subsequent exam retake registration).

from highest (best) to lowest (worst) until all students are ordered. The best GPA is given a rank of 1, followed by 2, 3, 4, etc... until all have been ranked. In cases where students have the same GPA, they will all receive the same rank score.

5) Directed Observation Hours – Student are assigned by the Coordinator of the "Athletic Training Interest" program to a variety of clinical venues to gain valuable directed observation hours. We feel that 50 hours per rotation (5-7 hr/week) is a reasonable goal for students to strive for. With this in mind 200 hours total should be the goal. Therefore, students who achieve 200 hours or more will receive the best rank score of (1). Students between 190-199 (2), 180-189 (3), 170-179 (4), 160-169 (5), 150-159 (6), 140-149 (7), 130-139 (8), 120-129 (9) and 110-119 (10) and 100-109 (11). Students falling below 100 will receive a rank score of (12).

6) Letters of Recommendation – Students seeking admission into the ATEP will be asked to secure three letters of recommendation from individuals who can attest for their personal attributes, potential for success in UD's ATEP, and perhaps even their clinical abilities. Each athletic training faculty/staff member reads the three letters of recommendation and gives them a numerical score of between (1 [excellent]- 5 [poor]). All letters of recommendation are read independently. The scores from all the evaluators are added together and then divided by the total number of evaluators. The averaged score is then recorded and used in the ranking process. The total number of candidates applying for admission to the program is divided by (10). For example, if twenty students apply, 20 is divided by 10 and the result is 2. In cases where a number falls between whole numbers (i.e. 2.6) the number would either be rounded up or down depending on where it fell on the scale. 2.5 would be rounded upward to 3, whereas 2.4 would be rounded downward to 2. This value is then used to determine the number of groupings (1, 2, 3, 4, ...) We then rank the letter scores of the students from high (best) to low (worst). Using the example above, the students would then be placed in groups of 2 with the top two students receiving a score of (1). The next two highest letter scores would receive a score of (2). We continue scoring the students until everyone receives a score.

7) Essay – Students seeking admission into the ATEP will be asked to write an essay as to why they should become a part of UD's ATEP. Each athletic training faculty/staff member reads the essays and gives them a numerical score of between (1 [excellent]- 5 [poor]). All essays are read independently. The scores from all the evaluators are added together and then divided by the total number of evaluators. The averaged score is then recorded and used in the ranking process. The Essays are scored using the same method as used for *Letters of Recommendation*.

8) Clinical Competency Evaluation and Palpation Checklists - Students are expected to complete the "Clinical Competency Evaluation Checklist" and the "Palpation Checklists" throughout the course of the academic year [September – May]. Students completing 100% of the checklists will be given a rank score of 1, those completing less than 100% are given a rank score of 2.

When all the criteria have been scored/ranked, the eight

(8) scores are added together, to make a grand total score. The candidate with the lowest ("best") grand total score is ranked as the first candidate who will be offered admission to the ATEP. We then rank the others accordingly.

Acceptance into the ATEP is based upon the stated criteria and the number of available openings in the program. Meeting the minimum admission requirements does not guarantee acceptance into the program. Offers of admission into the ATEP are presented on a competitive basis to those individuals who are most qualified. Students may apply for admission to the ATEP at the end of the spring semester. Acceptance/rejection letters will be mailed to each candidate by July 1st.

Students interested in transferring from another institution or from another major at the University of Delaware must meet University of Delaware and College of Health Sciences transfer requirements and complete the same requirements as freshmen in the "Athletic Training Interest - ATI" program.

Students enrolled in the ATEP meet with the Program Director and Clinical Coordinator to plan the clinical education experience. Clinical education experiences are initiated in the first year and required in each succeeding semester of the student's program and designed to provide the student with sufficient opportunity to develop specific competencies and proficiencies pertaining to the health care of the athlete and those involved in physical activity. The clinical experience provides the student with an opportunity for integration of psychomotor, cognitive and affective skills within the context of direct patient care. The skills are identified within the knowledge and skills aspects and the clinical integration proficiencies of each of the content areas included in the document "NATA - Athletic Training Educational Competencies - 5th Edition." The development of knowledge and skills and the clinical integration of these proficiencies represent a significant focus of the student's clinical experience; ample opportunity is also provided for development and demonstration of competencies within the cognitive and the affective aspects of each content area identified in the above document.

A curricular requirement for all students in the ATEP is the satisfactory completion of six (6) Practicums. These Practicums (KAAP257, KAAP357, KAAP358, KAAP457, KAAP458, KAAP459) are offered in sequence over six full semesters and coincide with the athletic training students' clinical assignments. Requirements for each of these Practicum experiences include: (1) Clinical Hours, (2) Clinical Evaluations, (3) Performance with Clinical Knowledge and Skills, (4) Clinical Evaluation Observation with Team Physician Forms (5) Attendance at Required Meetings/Professional Functions, (6) Endorsement of Program Director and (7) Completion of Practicum Notebooks. The details of each of these requirements are clarified in the UNIFORM PRACTICUM GRADING GUIDELINES that are posted on the ATEP web site at - http://www.udel.edu/HNES/AT/Site/clinical_education.html. Clinical assignments will include the University of Delaware athletic training room(s), athletic practices, and competitive events; community sports medicine clinics; physician offices, general medical clinics, high school and small college/university venues in the greater Wilmington, DE area; and athletic training research environments for a minimum of three academic years under the direct supervision of a variety of qualified allied health professionals (Preceptors). The student will be exposed to

	<p>upper extremity, lower extremity, equipment intensive, and general medical experiences of both genders. Athletic training students are evaluated at the end of each clinical assignment.</p> <p>Once students are admitted to the program, they are required to maintain the following minimum standards:</p> <ol style="list-style-type: none"> 1. cumulative GPA of 2.0; 2. satisfactory completion of the required Practicum sequence; 3. meet the technical standards for admission. <p>Students who do not maintain the above minimum standards are placed on probation and are required to correct all deficiencies by the end of the next semester. Students who do not correct deficiencies are dropped from the curriculum.</p> <p>BOARD OF CERTIFICATION (BOC) Exam Eligibility Candidates who are enrolled in their final semester/quarter prior to graduation are eligible to sit for the BOC exam. Qualified candidates for the BOC certification exam must meet the following <u>requirement</u>:</p> <p><u>In order to qualify as a candidate for the BOC certification exam, an individual must be endorsed by the recognized Program Director of the CAATE accredited education program.</u></p>
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ROUTING AND AUTHORIZATION:

(Please do not remove supporting documentation.)

Department Chairperson William B. Fyfe Date 11/9/12

Dean of College _____ Date _____

Chairperson, College Curriculum Committee _____ Date _____

Chairperson, Senate Com. on UG or GR Studies _____ Date _____

Chairperson, Senate Coordinating Com. _____ Date _____

Secretary, Faculty Senate _____ Date _____

Date of Senate Resolution _____ Date to be Effective _____

Registrar _____ Program Code _____ Date _____

Vice Provost for Academic Affairs & International Programs _____ Date _____

Provost _____ Date _____

Board of Trustee Notification _____ Date _____