



Department of Kinesiology and  
Applied Physiology

Master of Science Degree in  
Athletic Training (MS-AT)

Graduate Program Policy Statement

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## Part I. Program History

### A. Statement of purpose and expectation of graduate study in the program

The Athletic Training Program (ATP) has a distinguished past. The program traces its origin to the fall of 1972, when Dr. C. Roy Rylander and Keith Handling initiated plans to develop a National Athletic Trainers' Association (NATA) approved undergraduate athletic training education program. The first students were admitted to the program on an experimental basis in the fall of 1973. During the spring of 1975 the program was evaluated by the NATA Professional Education Committee and received approval as an accredited program effective September 1, 1975. The program was initially developed as an emphasis track, with students completing teacher certification in Physical Education along with the Athletic Training coursework and clinical experience. The program eventually evolved to where students had a choice of other majors such as physical education studies (non-teaching), fitness management, and elementary education.

In 2015, the Athletic Training Strategic Alliance established that the professional degree in Athletic Training would be at the master's level. As a result, UD's ATP transitioned the undergraduate program into an entry-level master's degree program that encompasses 2 consecutive calendar years involving very specific coursework, competitive clinical experiences, and culminating with a full semester-long clinical immersion experience. The program is currently compliant with all Commission on Accreditation of Athletic Training Education (CAATE) standards, and the current accreditation expires during the 2026-27 academic year.

**Mission:** The mission of the University of Delaware Master of Science in Athletic Training program is to cultivate dynamic, ethical, and compassionate entry-level athletic trainers who deliver high-quality, evidence-based patient care and contribute meaningfully to the advancement of the profession. Through a rigorous, clinically integrated curriculum that includes academic coursework with diverse, immersive clinical experiences, we foster close collaboration between classroom and clinical learning. This connection strengthens students' ability to think critically, apply knowledge in real-world settings, and develop clinical competence and professional integrity. We strive to cultivate adaptable, resilient, and reflective practitioners who value interprofessional collaboration, embrace lifelong learning, and are dedicated to protecting, enhancing, and promoting the health and well-being of diverse patient populations across evolving athletic and healthcare environments.

**Vision:** The University of Delaware Master of Science degree program in Athletic Training strives to be recognized nationally for excellence in education, clinical practice and scholarly inquiry. We will prepare graduates who advance the profession through evidence-based practice, interprofessional collaboration, and leadership that meets the evolving demands of healthcare.

**Core Values:** The University of Delaware Master of Science in Athletic Training program is grounded in a set of core values that define who we are, guide how we teach, and shape how our graduates serve. These values, captured in the acronym PRIDE, reflect our commitment to excellence, resilience, innovation, patient care, and leadership in the evolving field of athletic training.

**P – Proud Professionalism**

We embody the proud spirit of the Blue Hen by holding ourselves to the highest standards of evidence-based practice, clinical skill, and ethical responsibility. We strive for excellence in every aspect of athletic training, continually seeking growth and improvement in service to our patients, colleagues, and community.

**R – Resilient Resolve**

With the determination of a Blue Hen, we embrace and rise to challenges, adapt with grit, turn obstacles into opportunities, and drive forward creative solutions in athletic performance and healthcare environments.

**I – Inspired Ingenuity**

Channeling the creativity and forward-thinking spirit of the Blue Hen, we strive to cultivate curiosity in every student and drive progress in athletic training by embracing emerging technologies to create forward-thinking, evidence-based approaches to care.

**D – Devoted Dedication**

Embodying the caring spirit of the Blue Hen, we commit to compassionate, patient-centered care, always putting the health, safety, and well-being of those we serve first.

**E –Elevate the Flock**

Rooted in the proud tradition of the Blue Hens, we cultivate leaders who empower others, advance the profession, and champion positive change in athletic training, healthcare, and beyond.

**Guiding Principles:** The University of Delaware Master of Science in Athletic Training program is built upon guiding principles that ground our mission, shape our vision, and drive every aspect of teaching, practice, and service. These principles reflect our unwavering commitment to excellence, inclusivity, integrity, innovation, compassion, collaboration, and lifelong growth in the advancement of athletic training.

1. **Excellence in Action**

We pursue the highest standards of evidence-based education, clinical practice, and scholarly inquiry, integrating classroom and clinical learning to prepare students for impactful careers as certified athletic trainers.

2. **Holistic Care for All**

We are committed to cultural competence and creating a space of belonging and inclusion, ensuring that every patient, student, and community member is seen, respected, and valued.

3. **Leadership with Integrity**

We cultivate ethical, professional leaders who advocate for patients, advance the profession of athletic training, and drive positive change through interprofessional collaboration across healthcare settings.

4. **Innovation with Purpose**

We embrace curiosity, creativity, and forward-thinking solutions to meet the evolving challenges of athletic performance and healthcare.

5. **Compassionate Service**

We ground every action in empathy and patient-centered care, prioritizing safety, wellness, and dignity in all settings.

6. **Collaboration Across Disciplines**

We value teamwork and interprofessional engagement as essential to delivering comprehensive, holistic, and effective sports and general healthcare.

7. **Lifelong Growth**

We foster resilience, adaptability, and a commitment to lifelong learning that empowers graduates to lead in a changing world.

## B. Date of Permanent Status.

The undergraduate major in Athletic Training was first established by UD's Faculty Senate in May 1993. UD's undergraduate ATP initially received accreditation in 1996 and was most recently granted a 10-year re-accreditation by CAATE on December 8, 2016. To ensure compliance with the 2020 CAATE standards, UD submitted a substantive change request in Fall 2018 to transition the program from the bachelor's to the master's level. This request was approved, resulting in the accreditation of the MS-AT program through the end of the 2026–27 academic year. The program is currently preparing its self-study for reaccreditation during the 2025–26 academic year, with the on-campus site visit scheduled for the 2026–27 academic year.

The Master of Science in Athletic Training program was submitted for Permanent Status to the Faculty Senate in September 2023 and was approved by the Faculty Senate in Spring 2024.

## C. Degrees offered

Master of Science in degree in Athletic Training (MS-AT).

# Part II. Admission

## A. Admission Requirements

All applications to UD's MS-AT program are handled through the ATCAS portal -----  
<https://atcas.liasoncas.com/applicant-ux/#/login>

Secondarily, applicants must also submit some additional materials directly to the University of Delaware Graduate College using the [online admission process](#) before admission can be considered. Admission applications are available at: <https://grad-admissions.udel.edu/apply/>

There is a specific 3+2 application through the Graduate College that applicants will use, separate to ATCAS.

[International applicants](#) must submit official proof of English proficiency such as TOEFL or IELTS scores. The recommended minimum TOEFL score is 100 and/or IELTS of 6.5. Additional information regarding English proficiency can be found at <http://grad.udel.edu/apply/toefl-ielts/>

The Athletic Training Team consisting of faculty/staff members dedicated and committed to the Athletic Training-Program will be responsible for reviewing all applications for the ATP. The following admissions criteria will be reviewed:

Bachelor's degree from an accredited college or university\*

Preferred minimum undergraduate GPA of 3.25 or higher

Prerequisite coursework ("B" grade or higher):

Anatomy/Physiology (with labs) – 2 classes

Seminar in Pre-Athletic Training (KAAP106, KAAP107, KAAP206, KAAP207, KAAP306, and KAAP307) --- THIS REQUIREMENT IS ONLY FOR University of Delaware students in the 3+2 option.

Prerequisite coursework ("C-" grade or higher):

Biology (with lab) – 1 class

Biomechanics – 1 class

Chemistry (with lab) – 1 class

Exercise Physiology – 1 class

Mathematics (pre-calculus or higher) – 1 class

Nutrition – 1 class

Physics (with lab) – 1 class

Psychology – 1 class

Statistics – 1 class

*Additional courses that are recommended but NOT required:* Research Design/Methods, Health, Medical Terminology

50+ Hours of Observation under supervision of a Board of Certification (BOC) certified or licensed athletic trainer

Two (2) academic/professional letters of recommendation

One-two page essay stating interest in Athletic Training as a career

An interview with department faculty/staff required

\* Students entering the entry-level master's degree program via the "3+2" option from UD's Sports Health major will meet the above admissions criteria (except those with asterisks) throughout the course of their 3-year undergraduate experience

## B. Prior Degree Requirements

Baccalaureate degree from an accredited college or university.

### **\*Exception:**

Student entering the entry-level master's degree program via the "3+2" option from UD's Sports Health major will not be required to have a Baccalaureate degree from an accredited college or university.

Students within the 3 + 2 program will be eligible and required to complete their undergraduate degree from UD by using the completed credits in the fall and spring semester of the first year of the 3+2 program toward their undergraduate degree.

## C. Application deadlines

The academic program begins in the summer; therefore, all admissions decisions are made prior to that time. Students interested in UD's "3+2" Sports Health/Athletic Training program will be notified at the end of the Fall semester of their junior year if they currently meet prerequisite standards to apply to the entry-level master's degree program for the next year.

December 15<sup>th</sup>- early review of applications begins

January 15<sup>th</sup>- priority application deadline

Early February- early decision date

By April 15<sup>th</sup>- final decision date

## D. Special competencies needed

Admissions decisions are made by the Athletic Training Administrative Team using the above-mentioned criteria as a guide and applicants that meet the admission requirements are not guaranteed admission.

## E. Admission categories

**Regular** status is offered to students who meet all of the established entrance requirements, who have a record of high scholarship in their fields of specialization, and who have the ability, interest, and maturity necessary for successful study at the graduate level in an Athletic Training degree program.

## F. University Statement

Admission to the graduate program is competitive. Those who meet stated requirements are not guaranteed admission, nor are those who fail to meet all of those requirements necessarily precluded from admission if they offer other appropriate strengths.

## Part III. Academic

### A. Degree Requirements

#### 1. Course Requirements

The courses listed are taken in a sequential manner over a two consecutive year period (beginning summer). All coursework has been mandated by our accrediting agency (CAATE) and put forth in the document titled: "Standards for the Accreditation of Professional Athletic Training Programs" (circa 2020). All courses are offered by the Department of Kinesiology & Applied Physiology (KAAP). Here are the specific course requirements along with the intended 2-year program of study:

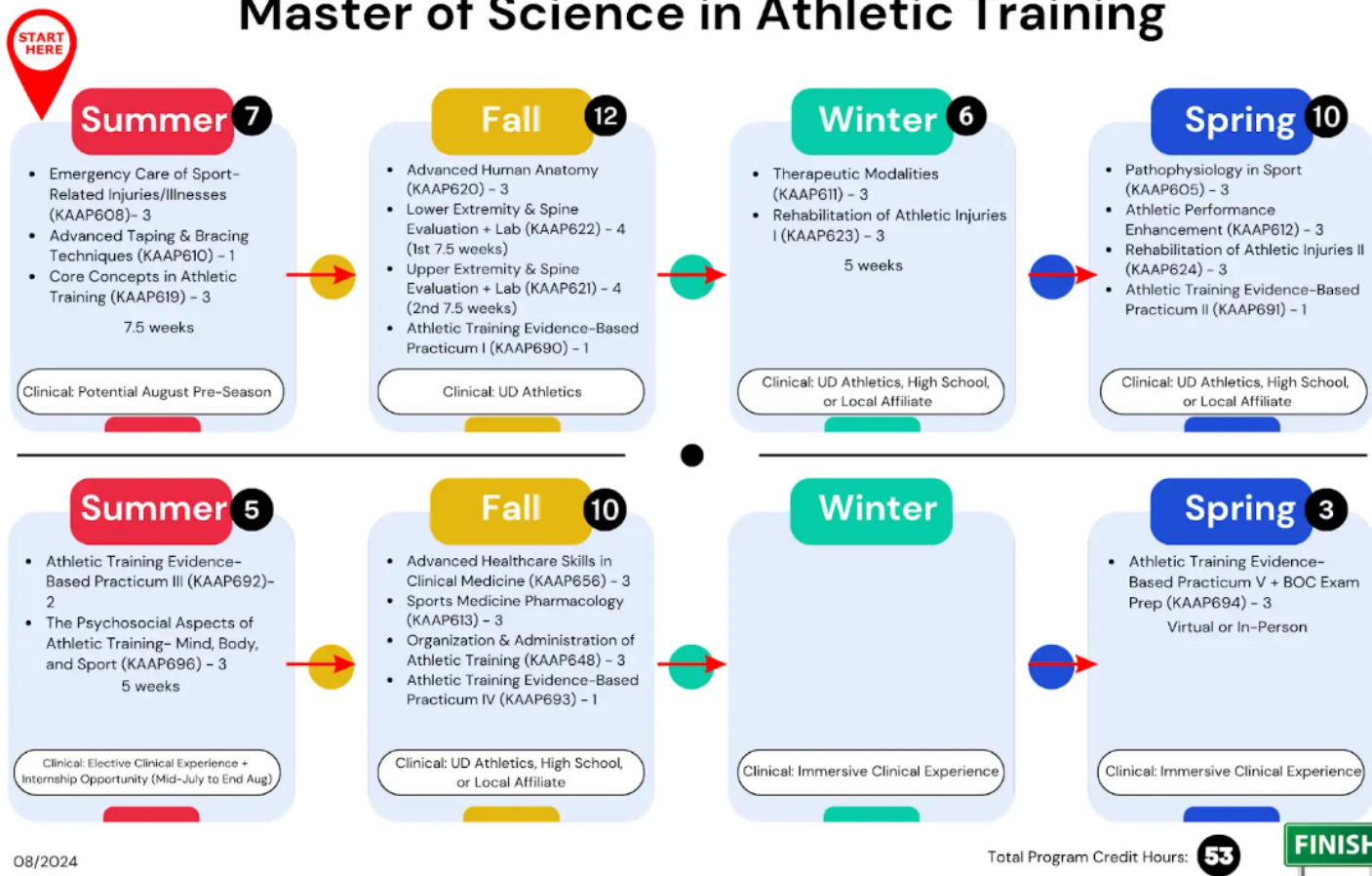
<b>Course Prefix/Code</b>	<b>Course Name</b>	<b>Credit Hours</b>
KAAP605	Pathophysiology in Sport	3
KAAP608	Emergency Care of Sport-Related Injuries/Illnesses	3
KAAP610	Advanced Taping & Bracing Techniques	1
KAAP611	Therapeutic Modalities	3
KAAP612	Athletic Performance Enhancement	3
KAAP613	Sports Medicine Pharmacology	3
KAAP619	Core Concepts in Athletic Training	3
KAAP620	Advanced Human Anatomy	3
KAAP621	Upper Extremity & Spine Evaluation + Lab	4
KAAP622	Lower Extremity & Spine Evaluation + Lab	4
KAAP623	Rehabilitation of Athletic Injuries I	3
KAAP624	Rehabilitation of Athletic Injuries II	3
KAAP648	Organization & Administration of Athletic Training	3
KAAP656	Advanced Healthcare Skills in Clinical Medicine	3
KAAP690	Athletic Training Evidence-Based Practicum I	1
KAAP691	Athletic Training Evidence-Based Practicum II	1
KAAP692	Athletic Training Evidence-Based Practicum III	2
KAAP693	Athletic Training Evidence-Based Practicum IV	1
KAAP694	Athletic Training Evidence-Based Practicum V	3
KAAP696	The Psychosocial Aspects of Athletic Training - Mind, Body, and Sport	3
	<b>TOTAL CREDIT HOURS</b>	<b>53</b>

The following is the 2-year Plan of Study for the MS-AT degree:



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08/2024

<https://www.udel.edu/academics/colleges/chs/departments/kaap/graduate-programs/athletic-training/>

## 2. Non-Registered Requirements

During the final semester in the MS-AT degree program all students will be required to do a semester-long full-immersion clinical experience at a site of their choice. All students will be expected to work between 35-40 hours at their clinical sites resulting in a minimum of 500 clinical hours for the semester. Clinical hours may exceed the minimum to an approved end of rotation by the preceptor and the Clinical Education Coordinator. This clinical experience is taken as KAAP694 - Athletic Training Evidence-Based Practicum V for 3 credit hours at the University of Delaware. All students must pass this class component before graduating. Clinical hours are a valued component within all five Practicum classes and account for 10% of each overall Practicum grade.

### 3. Procedure for variance in degree requirements

CAATE accreditation standards do not allow for any deviations in our planned program of study.

## B. Committees for exams, thesis, or dissertations

UD ATP is a professional preparation program and therefore there are no associated qualifying exam, thesis, or dissertation requirements.

## C. Timetable and Definition of Satisfactory Progress towards the Degree

### 1. Academic load expectations.

Students enrolled in the MS-AT degree program are enrolled on a full-time basis and do so alongside their classmates in each admissions cohort. Full-time academic load requirements are clearly delineated in the above-mentioned academic plan of study. Part-time status is not an option. Most of the courses in the MS-AT degree program are predicated on successful completion of courses taken during the previous semester and create a learning over time platform recognized by the CAATE accrediting agency. Normal progress through the MS-AT degree program involves completion of both didactic and clinical requirements during each of the 7 semesters students are enrolled. Classroom and clinical performance are evaluated using standardized grading rubrics (see Comprehensive Assessment Plan for further details).

### 2. Grade requirements.

The majority of coursework in the MS-AT degree program involves standard lecture/didactic formats in a classroom setting and utilize standardized grading policies as set forth in UD's on-line course catalog - <https://catalog.udel.edu/content.php?catoid=40&navoid=6627> An independent study or special problem course may be associated with the MS-AT degree program with approval of the Program Director.

### 3. Thesis/dissertation progress timetable guidelines

This is a professional preparation program and therefore there are no associated qualifying exam, thesis or dissertation requirements.

### 4. Thesis/dissertation defense guidelines

This is a professional preparation program and therefore there are no associated qualifying exam, thesis or dissertation requirements.

### 5. Forms required

There are no specific forms associated with the MS-AT degree program as the degree is associated with satisfactory completion of all didactic/clinical coursework. Grade reports are filed per usual format in the UDSIS grading system by each individual instructor and processed by the Registrar’s Office at UD.

6. Consequences for failure to make satisfactory progress

Students enrolled in the MS-AT degree program who fail to meet minimum grade requirement standards will not be allowed to continue in the program. Students may opt to withdraw from the program completely or attempt to re-take the course(s) they failed to meet minimum grade requirements in and join the next cohort as they move through the degree program sequence. Prior to withdrawal, students must meet with the Program Director and Director of Athletic Training Clinical Education to discuss their academic standing, available options, and the implications of each pathway.

The Graduate College monitors the academic progress of all graduate students and notifies students in writing of all academic deficiencies. The cumulative GPA after each 9-hour increment determines academic standing.

The University’s **Academic Probation Policy** is expressed in the following chart:

<b>If student is on:</b>	<b>And earns a GPA of:</b>	<b>The status becomes:</b>
Any status	3.0 or above	Clear
Clear	2.99 – 2.5	Warning
Clear	2.49 – 2.0	Probation
Probation	Below 3.0	Dismissal
Warning	Below 3.0	Probation
Any status	Below 2.0	Dismissal

**Dismissal from the Program**

The Graduate College notifies students when they are dismissed from graduate programs without completing a degree. Dismissals usually take place at the end of a term. Students may be dismissed for the following reasons:

- Upon the failure to meet the grade point average requirements as stated in the policy on Academic Deficiency and Probation.
- Upon written notice to the Graduate College of voluntary withdrawal from the program.
- Upon the failure to achieve a cumulative grade point average of 3.0 upon the completion of the stated number of required credits for a degree.
- Upon the failure to meet the stated minima in specific course requirements as identified by individual programs when a department has a policy that such failure leads to dismissal from the program.
- Upon failure to satisfactorily conduct research required for the degree.

- Upon the determination by the faculty of the student's department that the student has failed to meet or has failed to make satisfactory progress towards meeting academic standards required of the student's program other than the failure to achieve a cumulative grade point average of 3.0 upon the completion of the stated number of required credits for a degree.
- Upon violation of University of Delaware regulations regarding academic honesty. All graduate students are subject to University of Delaware regulations regarding academic honesty. Violations of these regulations or other forms of gross misconduct may result in immediate dismissal from the Program.

In the case of dismissal, the program director is required to send a report to the Graduate College that states the faculty vote on the decision causing dismissal and the justification for this action. The Graduate College will notify a student in writing when the student is being dismissed for failure to make satisfactory progress in the program.

7. Protocol for grievance procedure if student has been recommended for termination for failure to make satisfactory progress.

Students concerned that they have received an unfair evaluation, have been graded inappropriately, or are facing termination from the MS-AT degree program may file grievances in accordance with student guide to [University of Delaware](#) policies. Students are encouraged to contact the MS-AT Program Director prior to filing a formal grievance in an effort to resolve the situation informally.

In the case of academic dismissal, the student may appeal the termination by writing to the Graduate College. This appeal must be made within 10 class days from the date on which the student has been notified of academic dismissal. The vice provost will review the appeal and may either uphold the dismissal, grant reinstatement or refer the case to the Graduate Hearing Board for resolution. If the vice provost grants reinstatement, the student must meet the conditions of the reinstatement. Failure to meet these conditions will result in dismissal from the program. A graduate student may be reinstated only once to a given major. The student's academic transcript will reflect the reinstatement with the appropriate academic probation status.

## Part IV. Assessment Plan

The Athletic Training Program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE), an external accrediting body for athletic training professional programs. The 2020 CAATE Standards, found [here](#), establish rigorous expectations for educational quality, clinical practice, curriculum design, student assessment, and program outcomes, ensuring that athletic training programs prepare graduates for contemporary, evidence-based healthcare practice. In accordance with the accreditation cycle associated with these standards, the program will prepare and submit its next self-study during the 2025–2026 academic year, with the subsequent site visit scheduled for the 2026–2027 academic year.

To ensure alignment with the 2020 CAATE Standards, program faculty revised and updated the Program Educational Goals (PEGs) during the Fall of 2025 (for institutional approval in the 2025/2026 curriculum cycle). The updated PEGs more accurately reflect the expectations and competencies outlined in the current standards. Rooted in evidence-based practice, these outcomes ensure that students are prepared to deliver exceptional patient care, lead with integrity, and adapt to the evolving demands of healthcare. Together, they reflect our commitment to developing competent, compassionate, and forward-thinking athletic trainers who are ready to make an impact in diverse clinical and community settings. The updated PEGs are:

1. Apply knowledge of human anatomy, physiology, and clinical assessment to prevent, evaluate, and manage sport-related and general medical injuries and conditions.
2. Design and implement proactive wellness and injury-prevention strategies, and provide immediate, emergency, and condition-specific care.
3. Select and apply evidence-based therapeutic interventions and rehabilitation plans to optimize recovery and performance.
4. Demonstrate professionalism, ethical decision-making, and healthcare administration skills that advance the field of athletic training.
5. Embrace cultural competence, respect diverse perspectives, and honor individual patient values in all aspects of care.

Additionally, the ATP has developed student learning outcomes (SLOs) that articulate how these program goals are realized through the curriculum and demonstrated by student performance. The Student Learning Outcomes (SLOs) articulate the specific, measurable achievements students are expected to demonstrate as they progress through the curriculum. Aligned with the PEGs, these outcomes translate the program’s broad goals into tangible indicators of student competence in knowledge, skills, and professional behavior. Collectively, the SLOs ensure that graduates can apply theory to practice, provide evidence-based and patient-centered care, and exemplify the values of ethical leadership and cultural humility in diverse clinical environments. The following SLOs are designed to map directly to the program’s PEGs:

Program Educational Goals (PEGs)	Student Learning Outcomes (SLOs)
Apply knowledge of human anatomy, physiology, and clinical assessment to prevent, evaluate, and manage sport-related and general medical injuries and conditions.	<p><b>SLO 1:</b> Perform comprehensive injury evaluations using anatomical and physiological principles.</p> <p><b>SLO 2:</b> Interpret assessment findings to formulate differential diagnoses and appropriate management plans.</p>
Design and implement proactive wellness and injury-prevention strategies, and provide immediate, emergency, and condition-specific care.	<p><b>SLO 3:</b> Develop and justify individualized injury-prevention and wellness programs based on evidence and risk assessment.</p> <p><b>SLO 4:</b> Demonstrate proficiency in delivering emergency and acute care according to professional standards and safety protocols.</p>
Select and apply evidence-based therapeutic interventions and rehabilitation plans to	<p><b>SLO 5:</b> Design and progress rehabilitation programs using current evidence-based therapeutic techniques.</p>

optimize recovery and performance.	<b>SLO 6:</b> Evaluate the effectiveness of therapeutic interventions and modify treatment plans to enhance patient outcomes.
Demonstrate professionalism, ethical decision-making, and healthcare administration skills that advance the field of athletic training.	<b>SLO 7:</b> Exhibit professional conduct, ethical reasoning, and accountability in clinical and academic settings. <b>SLO 8:</b> Apply principles of healthcare administration, including documentation, communication, and resource management, in simulated or real-world contexts.
Embrace cultural competence, respect diverse perspectives, and honor individual patient values in all aspects of care.	<b>SLO 9:</b> Demonstrate culturally responsive care by integrating patient backgrounds and beliefs into clinical decision-making. <b>SLO 10:</b> Engage in reflective practice to evaluate personal biases and improve inclusivity in healthcare delivery.

Building on these updates and strengthening compliance with accreditation standards, the program has developed a series of curricular mapping documents that demonstrate alignment among the PEGs, SLOs, and the University's Strategic Pillars, as well as mapping that illustrates the relationship between the PEGs, SLOs, and the CAATE curricular standards. To further support systematic assessment and continuous improvement, the program has also created a course-level mapping document that deconstructs each CAATE curricular standard, links it to specific courses, and identifies the learning activities, assessment tools, internal performance benchmarks, and corresponding action plans should benchmarks fall short. These assessment documents can be made available upon request.

## Part V. Financial Aid

### A. Financial Awards

1. Types of awards, policy for granting financial awards, summer appointments, and number of years of support.

UD's MS-AT degree program is a professional preparation program that does not have any graduate assistantships or other associated forms of financial assistance. Students are expected to pay the set graduate tuition fee (per credit hour fee based on the amount set by the College of Health Sciences guidelines) as well as any associated fees set by the University of Delaware's Board of Trustees. The current graduate tuition rates can be viewed at - <https://grad.udel.edu/policies/tuition-rates/>. Students may apply on their own for financial assistance through UD's Office of Financial Aid or other graduate student financial aid assistance outlets. Graduate students who are part of the MS-AT degree program do have opportunities to apply for program specific awards - <http://sites.udel.edu/chs-atep/awards/>. As of 2024, there are competitive teaching assistantship opportunities that offer a stipend to students to offset additional costs of the program.

## Part VI. Departmental Operations

### A. General Student Responsibilities

1. Policies and procedures governing the MS-AT degree program are found at the following website link: <http://sites.udel.edu/chs-atep/policies-procedures/>

### B. Student Government and Organizations (both student and professional)

The Athletic Training Student Association (ATSA) at the University of Delaware will serve as the professional and social organization for the MS-AT degree program. ATSA has a dedicated website for all things related to the organization ---  
<http://udelatsa.weebly.com/>

The National Athletic Trainers' Association (NATA) mission is to represent, engage and foster the continued growth and development of the athletic training profession. Therefore, we encourage all of our Athletic Training students to become members of the NATA and to involve themselves in organizational activities to the extent that they are able. The NATA website link is: <https://www.nata.org/>

### C. Travel for Professional Meetings or Presentations

There are no specific dedicated funds set aside for graduate students enrolled in the MS-AT degree program. However, students may secure professional development funding from a variety of potential funding sources at the University of Delaware (ATSA, Graduate & Professional Education, Department of KAAP, College of Health Sciences, etc.) or elsewhere if they are able to demonstrate need and purpose.

### D. Program Faculty

Per CAATE-accreditation standards the following must be in place on or before July 1, 2023: Program faculty numbers are sufficient to meet the needs of the athletic training program and must include a minimum of **three** core faculty. Program faculty may include core faculty, associated faculty, and adjunct faculty. The needs of the program include advising and mentoring students, meeting program outcomes, scholarship, program administration, recruiting and admissions, and offering courses on a regular and planned basis.

All faculty assigned and responsible for the instruction of athletic training knowledge, skills, and abilities in required coursework are recognized by the University of Delaware as having instructional responsibilities and reflected as having graduate faculty status as delineated in the University of Delaware Faculty Handbook – Faculty Workload Policy 4.3.3 <http://facultyhandbook.udel.edu/handbook/433-faculty-workload-policies> The “graduate faculty status” designation does not exist at the University of Delaware because of the fear that it would unfairly create a class system between faculty

members. Therefore, faculty/staff members teaching courses in support of UD's new MS-AT program beginning Summer 2019 are assigned to do so based on their expertise and approval by the Chair, Department of KAAP on an annual basis.