



School of Rehabilitation Sciences

**MASTER OF SCIENCE IN  
ATHLETIC TRAINING  
STUDENT HANDBOOK**

**2026-2027**

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# Part I: Overview

## Welcome

### Purpose of Student Handbook

This student handbook provides you with the policies and procedures specific to the School of Rehabilitation Sciences and its programs. We expect you to become familiar with the content and keep it as a reference. Not all situations can be addressed within this handbook's policies. When such situations occur, students are expected to use common sense and reasonable judgment in determining how to handle a situation.

The School of Rehabilitation Sciences reserves the right to update and amend the student handbook as deemed necessary with revisions applicable to all currently enrolled students regardless of date of admission or application. The updated version can be found on the School website under the Student Life tab. Students are responsible for knowing the information, policies and procedures outlined in this handbook.

### Non-Discrimination Policy

The University of the Incarnate Word complies with all applicable federal and state nondiscrimination laws and does not engage in prohibited discrimination on the basis of race, color, sex, gender, sexual orientation, citizenship status, ethnicity, national origin, age, marital status, or disability, genetic information, gender identity or expression, veteran status, or pregnancy in either employment or the provision of services. As a Catholic institution of higher education sponsored by the Sisters of Charity of the Incarnate Word, the University of the Incarnate Word is, however, exempt from compliance with some provisions of certain civil rights laws, including some provisions of Title IX of the Education Amendments of 1972. The University of the Incarnate Word is exempt from the prohibition against religious discrimination of the Civil Rights Act of 1964. In accordance with 41 CFR Chapter 60-1.5, it shall not be a violation of the equal opportunity clause required by Executive Order 11246 for the University of the Incarnate Word to establish a hiring preference for applicants of the Catholic faith. The university reserves the right to exercise this hiring preference as required to maintain its Catholic identity.

### University Mission Statement

The first Sisters of Charity of the Incarnate Word, three young French women motivated by the love of God and their recognition of God's presence in each person, came to San Antonio in 1869 to minister to the sick and the poor. Their spirit of Christian service is perpetuated in the University of the Incarnate Word primarily through teaching and scholarship, encompassing

research and artistic expression. Inspired by Judeo-Christian values, the University aims to educate men and women who will become concerned and enlightened citizens.

The University is committed to educational excellence in a context of faith in Jesus Christ, the Incarnate Word of God. It promotes life-long learning and fosters the development of the whole person. The faculty and students support one another in the search for and the communication of truth. The university is open to thoughtful innovation that serves ever more effectively the spiritual and material needs of people. The curriculum offers students an integrated program of liberal arts and professional studies that includes a global perspective and an emphasis on social justice and community service.

The University of the Incarnate Word is a Catholic institution that welcomes to its community persons of diverse backgrounds, in the belief that their respectful interaction advances the discovery of truth, mutual understanding, self-realization, and the common good.

## University Core Values

**EDUCATION** The University aims to educate men and women who will become concerned and enlightened citizens.

**TRUTH** The faculty and students support one another in the search for and the communication of truth.

**FAITH** The University is committed to educational excellence in a context of faith in Jesus Christ, the Incarnate Word of God.

**SERVICE** The curriculum includes a global perspective and an emphasis on social justice and community service.

**INNOVATION** The University is open to thoughtful innovation that serves ever more effectively the spiritual and material needs of people.

## School of Rehabilitation Sciences Vision

The School of Rehabilitation Sciences will:

- Be the embodiment of the growing regional, cultural, and ethnic diversity of our nation.
- Welcome historically marginalized persons to join the pursuit of the elimination of disparities in health and healthcare.
- Be inspired by faith and driven by a relentless pursuit of truth through civil discourse, scholarship and service.

The School of Rehabilitation Sciences faculty and staff will be partners in the pursuit of excellence in educating healthcare/rehabilitation professionals from recruitment, academic preparation, clinical support and lifelong service to their professions. The School of Rehabilitation Sciences graduates will be experts in their fields, sought out by employers, collaborators, patients and clients for their compassion, positive spirit and innovation.

## School of Rehabilitation Sciences Mission

The School of Rehabilitation Sciences' mission is to develop high quality healthcare providers who are committed to maximizing individual function, achieving health and wellness, and serving the common good of society.

## UIW Master of Science in Athletic Training Vision Statement

Graduate excellent patient-centered athletic trainers who desire to impart change as servant leaders in their communities and the profession.

## UIW Master of Science in Athletic Training Mission Statement

We cultivate proficient and adaptable athletic trainers equipped with the knowledge, skills, and ethical principles necessary to provide exceptional patient-centered, compassionate care. Through rigorous coursework, hands-on clinical experiences, and opportunities for servant leadership, our students are poised to proactively advocate for the health and wellness of their patients and communities.

## Graduate Attributes

Primary care healthcare professionals prepared to function collaboratively in diverse global environments as knowledgeable, competent, compassionate, caring, resourceful, confident, ethical and legal healthcare providers.

## Program Outcomes

The program strives to meet the tenets of the university's mission: education, service, truth, innovation, and faith. Through a multi-faceted didactic and clinical education program, it will produce well rounded allied health professionals to meet the needs of the community.

Graduate Outcomes: Upon graduation students are expected to:

- Apply evidence-based principles to provide quality care and affect change
- Demonstrate a service-oriented approach to leadership

Program Outcomes: Annually, the program will...

- Demonstrate educational value
- Foster opportunities to promote student engagement through servant leadership.

## Accreditation and Compliance

The University of the Incarnate Word is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, masters, doctoral and professional degrees. Questions about the accreditation of University of the Incarnate Word may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website ([www.sacscoc.org](http://www.sacscoc.org)).

## Athletic Training Accreditation

In May 2005, the Athletic Training Education Program was granted initial accreditation through the Commission on Accreditation of Allied Health Education Programs (CAAHEP) through the recommendation of the Joint Review Committee on Educational Programs in Athletic Training (JRC-AT). In July 2006, the JRC-AT broke away from CAAHEP to form the Commission on Accreditation of Athletic Training Education (CAATE). This is an independent accreditation agency dedicated toward the advancement of the education of athletic trainers.

The program had accreditation reaffirmed during the 2019-2020 academic year and will go through the re-accreditation process during the 2029-2030 academic year.

## Part II: The MSAT Program

### Description of the MSAT Program

The Master of Science in Athletic Training (MSAT) at the University of the Incarnate Word promotes the education of future athletic trainers and allied health professional and the development and improvement of related professions. The education program concentrates on instructing students, under the direct supervision of certified athletic trainers and other healthcare professionals, on the proper way to evaluate, treat and rehabilitate the physically active.

The Master of Science in Athletic Training (MSAT) is an entry-level professional degree program for students who have already earned a bachelor's degree, typically in a related field. The program allows students to apply knowledge and expertise to improve healthcare for the physically active and serve as healthcare leaders in their communities. The program includes a combination of coursework and clinical experiences to prepare students to sit for the Board of Certification (BOC) exam.

The MSAT is a two-year program, beginning in the Summer semester, that prepares students for a career as an athletic trainer. Students will commence clinical experiences in the Fall of their admission year gaining approximately 300 clinical experiential hours per semester in sites located throughout San Antonio and the surrounding area. Students embark on a full-time immersive experience of their choosing in the final semester, Affiliated settings locally, across the United States, or internationally can be arranged creating a highly individualized experience.

### Program History

In 1997, the Education Council of the National Athletic Trainers Association made the decision to eliminate the internship route of athletic training education programs. Prior to that year, students and universities had two options in athletic training education: the internship route and the educational curriculum. The internship route required an academic core with certain foundational courses and a minimum of 1500 hours in a four-semester span. The curricular route required the student to earn a major in athletic training with a set of core athletic training courses along with the clinical aspect similar to the internship student. Most universities chose the internship route due to the costly aspects of the curricular program. In 2004, the internship route was phased out and eliminated as an educational option by the Education Council of the National Athletic Trainers Association leaving universities with one choice, to offer the structured and rigorous curriculum program.

The Athletic Training Education Program at UIW was initiated as a four-year, undergraduate program in the Fall of 2001 by the faculty and administration at the University of Incarnate word after the university launched an external investigation for support and

interest in such a program in San Antonio. At that time, Gretchen Garceau-Kraugh, MEd, ATC, LAT was hired to complete the Candidacy Application and was later hired to be the initial program director. Mrs. Garceau-Kraugh completed the accreditation application process in the summer of 2004. Also in 2004, Mr. Brad Robinson was hired as the first Director of the Athletic Training Education Program to lead the program.

The Commission on Accreditation of Athletic Training Education (CAATE) mandated all accredited athletic training programs move to the master's degree level by the year 2022. UIW approved the move to the graduate program, with the first cohort entering in the Summer of 2020.

## Program Philosophy

The program faculty carries out the mission of the University by preparing professional athletic trainers whose practice is rooted in the spiritual heritage of the Sisters of the Charity of the Incarnate Word. The following philosophy defines the faculty's beliefs about athletic training, the patients and clients served by athletic trainers, and direction of the profession. An athletic trainer is a qualified health care professional educated and experienced in the management of the healthcare problems associated with sports and physical activity. In cooperation with physicians and other health care professionals, the athletic trainer functions as a member of the athletic health care team in secondary schools, colleges and universities, professional sports programs, sports medicine clinics and other athletic health care settings. The fundamental aspects of the profession are to care for injured and ill patients across all professional environments, promotion of health, prevention of injuries and conditions, and assess participant's abilities for safe participation in sports, fitness, and career activities.

The current academic standards dictated by the CAATE will be followed. Currently the profession identifies specific domains in the following areas:

- Risk reduction, wellness and health literacy
- Assessment, evaluation, and diagnosis
- Critical incident management
- Therapeutic intervention
- Health care administration and professional responsibility

## Technical Standards and Accommodations

Students participating in the various programs of the School of Rehabilitation Sciences are expected to be able to perform the technical standards of their respective program on a continuous basis with or without accommodation. This is to ensure the delivery of high-quality, ethical services to patients/clients. UIW wishes to ensure that access to its facilities, programs, and services are available to students with disabilities. The University provides reasonable accommodations to students on a nondiscriminatory basis consistent with legal requirements as outlined in the Americans with Disabilities Act (ADA) of 1990, the Americans with Disabilities Act Amendments ACT (ADAAA) of 2008, and the

Rehabilitation Act of 1973.

A list of technical standards is provided to candidates for admission during the interview process. This is to inform incoming and enrolled students of the performance abilities and characteristics that are necessary to successfully complete the requirements of the curriculum. Upon review of these standards, candidates for admission will be required to sign a statement acknowledging the requirements of the program and their ability to meet the technical standards.

Students who, after review of the technical standards determine that they require accommodations to fully engage in the program, should contact the UIW Student Disability Services to confidentially discuss their accommodations needs. Their webpage has their current contact information. This office actively collaborates with students to develop innovative ways to ensure accessibility and creates a respectful accountable culture through their confidential and specialized disability support. This office works with students to request accommodations for disability, temporary disability (e.g., injury, surgery) or pregnancy. UIW is committed to excellence in accessibility. If the student is granted accommodations, the faculty will then work with the student to ensure that accommodations are provided. Students are expected to request accommodations on a semester-by-semester basis and in a timely manner to reasonably implement accommodations. Accommodations cannot be granted retroactively.

A reasonable accommodation is a modification or adjustment to an instructional activity, facility, program, or service that enables a qualified student with a disability to have an equal opportunity to participate in our program. To be eligible for accommodations, a student must have a documented disability as defined by the ADA and Section 504 of the Rehabilitation Act of 1973. The ADA, the ADAAA and Section 504 all define disability as (a) a physical or mental impairment that substantially limits one or more major life activities of such individual; (b) a record of such impairment; or (c) being regarded as having such a condition.

Decisions regarding reasonable accommodation are determined on a case-by-case basis taking into consideration each student's disability-related needs, disability documentation and program requirements. While UIW will make every effort to work with students with disabilities to accommodate their disability-related needs, UIW is not required to provide accommodations that fundamentally alter or waive essential program requirements.

UIW actively collaborates with students to develop innovative ways to ensure accessibility and creates a respectful accountable culture through our confidential and specialized disability support. We are committed to excellence in accessibility; we encourage students with disabilities to disclose and seek accommodation through the appropriate office. Students who believe they are not receiving accommodations as granted by the Student Disability Services office, should contact the Assistant Dean for Academic

Success and Student Affairs. If resolution does not occur at this level, the student should contact the Student Disability Services office.

In accordance with national norms, the Athletic Training Education Program has established technical standards considered essential to perform duties of an athletic trainer. These abilities are classified into five categories: (1) observation, (2) communication, (3) motor & sensory, (4) intellectual, (5) behavioral and social.

1. Observation: A candidate must be able to observe demonstrations in the classroom and athletic training room. A candidate must also be able to accurately observe an athlete at a distance and at close range, in order to gather the necessary data regarding the athletes' physical status.

2. Communication: The ability to read, write, speak and understand the English language at a level consistent with competent professional practice, including but not limited to, the ability to (a) establish rapport and communicate effectively and sensitively with patients, parents, coaches, administrators, officials, medical and allied medical personnel and colleagues, including individuals from different cultural backgrounds; (b) record and discuss the physical examination results and treatment and rehabilitation plans clearly and accurately.

3. Motor and Sensory: Sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations, therapeutic treatments, and therapeutic exercise and rehabilitation protocols using accepted techniques. This includes, but is not limited to, the ability to (a) accurately, safely and efficiently use equipment and materials during the assessment, treatment, and rehabilitation of patients; (b) gather decision-making pieces of information during an injury assessment activity in class or in the clinical setting; (c) perform assessment, treatment and rehabilitation activities in class and in the clinical setting by direct performance; (d) sit, stand, and kneel for extended periods of time while rendering assistance to patients and athletes; (e) frequently move from place to place and position to position at a speed that permits safe handling of classmates and injured athletes; (f) stand and walk while providing support to an injured athlete; (g) use auditory, tactile, and visual senses to receive classroom instruction and to evaluate and treat injured athletes; (h) follow safety procedures established for each class and clinical setting. Candidates must have adequate sensory function in order to elicit information from a physical examination through palpation, auscultation, percussion, and other assessment maneuvers.

4. Intellectual: Candidates must have the mental capacity to learn and assimilate a large amount of complex, technical, and detailed information. They must also be able to solve problems through critical analysis and perform measurements necessary to develop a therapeutic plan.

5. Behavioral and Social: Candidates must possess emotional and social attributes required to exercise good judgment, maintain composure, promptly complete all

responsibilities as they relate to the care and management of an athlete's injury, and develop mature, sensitive, and effective relationships with athletes and other members of the health care team. Candidates must also be able to adapt to an ever-changing environment, display flexibility, tolerate physically taxing workloads, and maintain their composure during highly stressful situations.

## Curriculum Description

The entry-level Master of Science in Athletic Training (MSAT) degree is a 6-semester program. This is a full-time, cohort-based curriculum with the majority of the coursework delivered face-to-face at the School of Rehabilitation Sciences (9160 Guilbeau, San Antonio, TX 78250). Online content will be supported through Canvas – Learning Management System (LMS), MS Teams, and other technology supported by the University.

## Academic Instruction Plan

The Athletic Training Program has designed a degree that fulfills the specific needs required by accreditation agencies but also produces effective athletic trainers for the schools and physically active settings. The program utilizes the current Commission on Accreditation of Athletic Training Education standards. The following is the outline of the major requirements for the program.

## Didactic Education Plan

To provide the student with the most current academic curriculum and to meet accreditation standards, the programs within the School of Rehabilitation Sciences use degree plan and catalog requirements on the date in which the student is admitted to the program and/or major, not the university matriculation date. Students who leave the program and/or major and are re-admitted must follow the degree plan and catalog requirements at the time of readmission. Students should refer to the website to determine the most current academic curriculum.

## Athletic Training Clinical Education Plan

### Clinical Experience Component for Year 1

The focus of the year1 athletic training clinical experience is to provide the student with a directed and supervised setting to practice their athletic training knowledge, clinical skills, and abilities in a clinical setting. The clinical field experience will expose the student to a variety of upper and lower extremity conditions, as well as working with patients of different sexes, socioeconomic levels, and cultural backgrounds. Students will not be sent to their clinical setting until (a) the program director has cleared the student from administrative, health and training requirements and (b) the clinical education coordinator / ATEP faculty has evaluated certain skills and deemed them ready for clinical placement. If assigned to a sport setting, the student will be expected to be present at all official team practices, conditioning activities, and competitions as well as help provide preventive care, treatment,

and rehabilitation of injuries to the team members. If assigned to a non-sport clinical setting (ie: LAFB), the student will be expected to be present during physical training and treatment hours. Students are expected to complete a minimum of 300 clock hours each semester through observation and directed practice under the direction the clinical preceptor(s). Students may be expected to report for summer preseason workouts and/or winter workouts prior to the first day of class. Summer preseason starts approximately August 1st of each academic year and winter workouts occur between the fall and spring semesters. It's the responsibility of the athletic training student to contact the clinical preceptor(s) to determine the expected schedule.

### Clinical Experience Component for Clinical III

In addition to the above requirements /expectations, the focus of the professional level III athletic training clinical experience is to provide the student with a directed and supervised setting to practice their athletic training knowledge, clinical skills, and abilities. Students will be allowed increasing amounts of clinically supervised responsibility leading to some autonomous practice in certain clinical skills. All clinical experiences will be supervised by the clinical preceptor(s)

### Clinical Experience Component for Immersive Clinical Experience

The immersive clinical experience is designed to fully acculturate the student to the professional responsibilities of an athletic trainer. This is a FULL-TIME practice-intensive experience that will allow the student to experience the totality of care provided by athletic trainers. Students must participate in the day-to-day and week-to-week role of a full-time (40hr/week minimum) athletic trainer and are expected to be present when his/her preceptor is present for a minimum of eight weeks. Students are expected to request an immersive site that aligns with his/her professional goals. Requests must be submitted to the Clinical Education Coordinator by October 1<sup>st</sup> of the second year. This experience does NOT have to be in the San Antonio area; coursework during this time will be online/blended to accommodate distance learning. Costs incurred related to living expenses during the immersive experience will be the responsibility of the student. If a student selects an immersive experience outside the San Antonio area, proof of health insurance coverage that extends to that area must be provided. The clinical experience will focus on evaluation techniques, student's ability to design, perform, and evaluate a treatment plan for various injuries and conditions, and administrative aspects of athletic training practice.

Immersive experiences may require additional applications or site-specific contracts, which students should plan for in advance. Students must have completed all in-person didactic coursework prior to beginning their immersive clinical experience. Students who are considered academically at risk may be limited to their site options and could face restrictions when selecting immersive placements. It is important to note that immersive sites are not obligated to accommodate BOC examination schedules. Therefore, students are expected to plan accordingly and enter the immersive experience with a clear understanding of the site's expectations, schedule, and demands.

## Part III: Program Personnel

### Faculty and Staff Directory

An updated directory can be found [here](#).

### Program Administration

Program Director and Professor: Reid Fisher, EdD, ATC, LAT

Email: [rafisher@uiwtx.edu](mailto:rafisher@uiwtx.edu)

Phone: 210-890-4445

Clinical Education Coordinator and Professor: Joanna Soles, DHS, ATC, LAT

Email: [soles@uiwtx.edu](mailto:soles@uiwtx.edu)

Phone: 210-890-4315

Assistant Professor: Joseph Hernandez, MS, ATC, LAT

Email: [jhhernan@uiwtx.edu](mailto:jhhernan@uiwtx.edu)

Phone: 210-283-6345

Medical Director: David Garza, DO, MedL, FACOFP, dist., FAAFP

### Role of the Program Director (PD)

The Program Director is responsible for the following program areas: organization and administration of the program; periodic review and evaluation of the program; program planning and development including curriculum; fiscal and budgetary responsibilities; and oversight of clinical and didactic education.

Primary responsibilities include but may not be limited to the following:

- Knowledge and direction of CAATE accreditation standards
- CAATE Liaison for university and responsible for annual reports and rejoinders
- Liaison between credentialing agencies and the university
- Conduct research in area of interest and involve undergraduate athletic training students
- Oversee clinical education coordinator with clinical education program
- Administrative duties regarding recruitment, placement, retention, and assessment of students and faculty
- Advise students and direct student research, projects, and internships
- Internal and external relationships regarding the university and the profession

## Role of Program Academic Faculty

The primary focus of the faculty is to teach assigned competencies, clinical proficiencies, skills, and foundational behaviors recognized in the professional of athletic training. The faculty will be qualified through professional preparation and experienced in their respective academic areas. The faculty will possess a current state credential and be in good standing with the agency (where and when applicable) when teaching hands-on athletic training patient care techniques with actual patient population.

## Role of Clinical Education Coordinator (CEC)

The Clinical Education Coordinator (CEC) is responsible for development and organization of the program's clinical experiences component. The clinical education coordinator will work with the program director to maintain an appropriate list of the affiliated settings with preceptors to ensure that students are provided authentic, real-time opportunities to practice and integrate athletic training knowledge, skills, and clinical abilities, including decision-making and professional behaviors required by the profession in order to develop proficiency as an athletic trainer.

The CEC will work with preceptors to provide a quality clinical experience that will build competency and confidence, and autonomous practice. The clinical education coordinator will also be in regular communication with each preceptor and student to discuss the student's clinical experiences. The clinical education coordinator is responsible for documenting the students' learning of competencies and proficiencies in the clinical sites.

Primary responsibilities include but may not be limited to the following:

- Knowledge of CAATE standards regarding clinical education
- Overseeing and directing clinical education for the program including but not limited to determining qualifications of preceptors, determining qualifications of students, placement of students
- Liaison between program and clinical agencies
- Evaluation of components of clinical education
- Work with the faculty to design and conduct simulated clinical experiences

## Role of the Clinical Preceptor (CP)

The program uses preceptors to work with students in a clinical field experience setting. The clinical preceptor has the responsibility to supervise, provide instruction, and assess each student. Assessment examines the current knowledge, skills, and clinical abilities along with ability to integrate those skills into clinical practice. The clinical preceptor is also responsible for understanding the programs policies and procedures and communicating with the clinical coordinator on a regular basis.

## Role of the Faculty Advisor

Upon matriculation into the Master of Science in Athletic Training program, each student will be assigned a faculty advisor. The student is expected to meet with their faculty advisor periodically throughout the course of study. At minimum, the student should meet with the faculty advisor at least 1-2 times during each semester. During students' final semester, contact with the academic advisor may take place in person or by electronic means. The faculty advisor is available to discuss various matters of concern, both academic and non-academic, and may provide the student with additional resources. The faculty advisor also serves as the student advocate in academic progress and/or disciplinary matters. Should the faculty advisor be unable to fulfill this role due to a conflict of interest or for other reasons, the student will be assigned a temporary advisor.

## Faculty and Staff Office Hours

Individual faculty hours are posted in their course syllabi as well as communicated in Canvas. Faculty members are also available by appointment for in-person or virtual meetings. Staff are generally available during normal work hours (8:00 am – 5:00 pm Monday through Friday) and by appointment except for University holidays.

## Part IV: Academic Integrity and Professional Behaviors

### NATA Standards of Ethical Conduct

The National Athletic Trainers' Association Code of Ethics states the principles of ethical behavior should be followed in the practice of athletic training. It is intended to establish and maintain high standards and professionalism for the athletic training profession. The principles do not cover every situation encountered by the practicing athletic trainer but are representative of the spirit with which athletic trainers should make decisions. The principles are written generally; the circumstances of a situation will determine the interpretation and application of a given principle and of the Code as a whole. When a conflict exists between the Code and the law, the law prevails. Review Standards here: [NATA Code of Ethics](#)

### State Regulations Regarding the Student Athletic Trainer

The Administrative Rules of the Texas Department of Licensing and Regulation 16; Texas Administrative Code, Chapter 110.22 outlines standards for athletic training students in Texas. The full rule can be found here: [110.22. Athletic Training Student Activities.](#)

### Professional Behaviors

The School of Rehabilitation Sciences and its departments provide policies related to academic integrity and professional behaviors designed to prepare students to enter a licensed healthcare profession. These policies are aligned with the University's and School's missions as well as professional codes of ethics. Patients and clients place a high level of trust in healthcare providers and as such, these providers are expected to demonstrate integrity, personal accountability, and unquestionable ethical behavior.

Athletic training students are considered part of the allied health and medical team. They should conduct themselves accordingly. When attending clinicals, games and/or practices, they should be engaged in their experience and remember they represent the university, the program, and their family. The reputation of the student is based on respect, responsibility, and maturity. Therefore, students should be professional in their work habits and their relationships with all individuals involved in their clinical field experiences.

Athletic training students are expected to meet all standards designed by the University, the School of Rehabilitation Sciences, the MSAT Program, the NATA Code of Ethics, the clinical agency/site, and the governing board (NCAA or UIL). The primary goal of these guidelines is to ensure high quality health care to the patients and student-athletes and professional development and education for the participants. Being in the MSAT program allows the student certain benefits, but also holds certain obligations and responsibilities. MSAT students are expected to act with good judgment, discretion, and integrity in and out of the clinical field experience. As part of the MSAT program, the student not only represents themselves as an

individual, but also as a representative of the university, the individual clinical sites, and specifically, the program.

The following list of professional behaviors has been designed based on the CAATE Standards, National Athletic Trainers Association Code of Ethics, Texas State Law, and the Standards of Professional Practice by the Board of Certification and other allied health professional ethical standards.

Inappropriate actions/violations of this Code of Conduct, not listed in order of importance, (described in detail below as well as the discipline action policy) include but are not limited to:

- Attendance, tardiness, and leaving early – Students are expected to attend and be active learners in their didactic and internship or clinical field experiences.
- Dress code and appearance – Students are expected to uphold the dress code and specified appearance outlined in the university student handbook, program handbook, and published guidelines specific to the clinical agency/site.
- Dereliction of duty, lack of initiative or engagement – Students are expected to be active, prepared, and engaged learners in their clinical field experience. The program expects the student to demonstrate initiative to accomplish tasks that need to be completed. The MSAT student is expected to be prepared for clinical experiences as well as academically prepared and engaged. This includes any additional reasonable published requirements, preparation, and/or responsibilities added by the preceptor or faculty member.
- Insubordination – Students are expected to comply with the instructions of a preceptor and in certain instances, comply with the instruction of other students if those instructions originated with a faculty or staff member.
- Harassment, conflict and or discrimination– Students are expected to promote a safe and healthy environment during their clinical experiences. Harassment and discrimination will not be tolerated. Students should understand that they must follow the published harassment and discrimination policies by the university, school, program, and clinical agency. Students should avoid public conflicts and if they are unable to be worked out privately, contact the clinical coordinator.
- Confidentiality - Students are expected to follow documented confidentiality standards established by the profession, the university, the program, and the agency/site. Any questions should be directed to their supervising clinical preceptor or clinical coordinator.
- Inappropriate interaction with patients, preceptors, coaches, administrators, and medical staff, and faculty members – Students are expected to act as a professional or appropriate as defined by the NATA Code of Ethics. This includes social networking, interactions and/or relationships with faculty, staff, or patients.

- Attitude/Lack of Professionalism – Students are expected to act within the boundaries of the profession and an educational program. This includes attitude, work ethic, appearance, and communications. As part of the profession, MSAT students are healthcare professionals that serve the needs of the community and the individual. This includes being courteous, kind, and helpful to patients.

- Felony Conviction-Students must report any activity that may affect their criminal background screen after admission to the program within 10 days of the accusation and be updated within 2 weeks at the resolution. This is to ensure the student will still be cleared by state and national agencies to sit for credentialing or licensing examinations to enter the profession upon graduation. If the student has a negative incident that affects their ability to sit for these examinations, they must meet with the Program Director and may be advised to seek another degree option.

- Intoxication/Controlled Substance Use - Students are expected to act within the boundaries of the law. Students are not allowed to use drugs or alcohol before or during clinical field experiences. To ensure personal and patient safety, students should not drink alcoholic beverages 12 hours prior to clinical field experiences. Students that feel that prescriptions drugs interfere or might potentially interfere with a safe clinical field experience should report the issue to the clinical education coordinator.

Faculty expect that most cases of professional misbehavior can be successfully corrected by sensitive discussion and counseling between the faculty and the student. A plan for remediation will be developed and implemented, as necessary. For serious or repeated professional misconduct, students may receive a negative professional citation which results in a non-academic probationary event. While on probation, a student is allowed to continue enrollment, but is no longer in good standing. Three (3) non-academic probationary events may result in the student being dismissed from the program. For behavior that goes above and beyond general expectations and demonstrates excellence in living out the mission of the university, the student may also receive a positive professional behavior citation which will be placed in the student's file.

## Negative Behavior Citation Process

Except in cases of egregious behavior, students receiving a negative behavior citation should have previously received communication from a faculty or staff member of the concerning behavior allowing the student to correct the behavior and allow the student to understand the serious concern.

If the faculty or staff member believes a student should receive a negative behavior citation, then they should bring the concern to the MSAT Program director or designee if he/she is not available. The MSAT Program Director with the faculty/staff member and the Assistant Dean of Academic Success and Student Affairs (or their designee) collectively will determine if the behavior warrants a negative professional behavior citation. If it is determined that the student

will be issued the citation, then the MSAT Program Director and/or faculty member who brought forth the concern will write up the citation and request a meeting with the student where the citation will be explained to the student. At that time, the student will receive the written citation and an explanation of expected behavior. At the conclusion of the student receiving the citation, the student will be asked to sign which attests that the citation/probationary letter was explained in detail and the student understands the implications of continued undesirable behavior.

## Academic Integrity

The SRS recognizes its duty to prepare students who are not only knowledgeable in their disciplines, but who also possess a moral and ethical character deserving of public trust. With this responsibility in mind, the student is advised that academic misconduct will be dealt with swiftly and fairly in accordance with this policy.

The University of the Incarnate Word is strongly committed to the nurturing of academic excellence. The University expects its students to pursue and maintain truth, honesty, and personal integrity in their academic work. Academic dishonesty, in any form, constitutes a serious threat to the freedoms which define an academic community. The following definitions and guidelines have therefore been established to secure the maintenance of academic integrity at the University of the Incarnate Word.

The SRS and University reserve the right to modify, deviate from, or make exceptions to the policy statements found in either the School of University's documents, and to make any such deviation or exception applicable to any student without regard to date of admission, application or enrollment. The highest standards of academic honesty are expected in all courses.

## Forms of Academic Dishonesty

The following is a list of common forms of academic dishonesty (these include but are not limited to):

- Cheating – Fraudulent or deceitful work on tests, examinations, or other class or laboratory work.
- Plagiarism - Appropriation of another's work and the unacknowledged incorporation of that work in one's own written work offered for credit. It is the students' responsibility to ensure that they fully understand what plagiarism is and how they can avoid it and here is a UIW resource that may be helpful.
- Counterfeit Work – Including turning in as one's own, work which was created, researched, or produced by someone else or an artificial intelligence software program.
- Falsification of Academic Records – Knowingly and improperly changing grades or other information on transcripts, grade sheets, electronic data sheets, class reports, projects, or other academically related documents.
- Unauthorized Reuse of Work – The turning in of the same work to more than one class without consent of the instructor involved constitutes academic dishonesty.

- Theft – Unauthorized use or circulation of tests or answer sheets specifically prepared for a given course and as yet not used or publicly released by the instructor of a course, or theft of completed tests.
- Collusion – Involvement in Collusion – unauthorized collaboration with another to violate a provision of the Code of Academic Integrity.
- Facilitating Academic Dishonesty – Intentionally or knowingly helping or attempting to help another to violate a provision of the Academic Integrity Policy of the University.
- Questions used for exams are not released to students. Copying, memorizing, accessing and/or storing questions from exams of the current or previous academic years constitute academic misconduct plagiarism and/or cheating.

[https://www.concordia.ca/content/dam/concordia/offices/cdev/docs/writing/avoid\\_plagiarism.pdf](https://www.concordia.ca/content/dam/concordia/offices/cdev/docs/writing/avoid_plagiarism.pdf)

UIW is committed to fostering a learning environment that promotes academic excellence and personal development. SRS community members are encouraged to voice their complaints and concerns in a manner that is respectful of the dignity of the individual who is the subject of the complaint. The policy of UIW is that students with complaints are treated honestly and fairly, and that complaints be handled in a timely manner with regard to the resolution of the issue(s) presented. Please note that UIW explicitly prohibits any member of the UIW community from harassing or retaliating against individuals who file complaints.

## Violations of the Academic Integrity and Professional Behaviors Policies

Students who fail to comply with the Academic Integrity and Professional Behaviors Policies may be subject to disciplinary action utilizing the procedures outlined below.

### Faculty Assessment of Academic Dishonesty

Before any sanction regarding academic work or professional behavior is administered by a faculty member, the instructor must meet with the student about the alleged violation. Sanctions must be confirmed in writing to the student and copied to the Program Director and Assistant Dean for Academic Success and Student Affairs. These records are placed in the student's permanent academic file but will be destroyed per university retention policy for documentation, except in the case of dismissal.

- When guilt is admitted - If a student who is confronted by a faculty member for engaging in academic dishonesty openly admits to wrongdoing, the instructor will:

1. Give the student an F for the assignment in question, and

2. Forward the case to the Program Director and Assistant Dean to consider additional sanctions. The Assistant Dean, in collaboration with the Program Director, may choose to resolve the matter informally through an informal hearing or may forward the case to the Professional Conduct Committee.

- When Guilt Is Not Admitted - If a student accused by a faculty member of academic dishonesty does not admit wrongdoing, their appeal should be made directly to the Program Director and Assistant Dean for Academic Success and Student Affairs. These two individuals will perform an informal hearing to investigate the allegation and provide a recommendation. If the instructor and/or student does not agree with the recommendation, then the matter would be referred to the Professional Conduct Committee to formally investigate the allegation and decide which action should be taken.

### Informal Investigation

Complaints are most effectively and efficiently managed by first expressing them to the individual who is the subject of the complaint. Should the complaint not be resolved at this level, the individual with the concern can bring the complaint to the Program Director or Assistant Dean for Academic Success and Student Affairs. Any member of the UIW community, including students, may bring a complaint against any student for alleged violations of the Academic Integrity and Professional Behaviors policies.

Step 1: The Assistant Dean for Academic Success and Student Affairs will review the complaint and notify the applicable Program Director. The Program Director or Assistant Dean for Academic Success and Student Affairs may request to meet with the individual making the complaint to gather relevant information or additional detail. Then, the Program Director or Assistant Dean for Academic Success and Student Affairs will meet with the individual alleged to have violated the policy to review the complaint. If the Program Director or Assistant Dean for Academic Success and Student Affairs determines there is no basis for the allegation, no further action will be taken, and the complaint will be dismissed. If there is a basis for the allegation, the Program Director and Assistant Dean for Academic Success and Student Affairs will collaborate to recommend appropriate sanctions that they deem appropriate in their discretion. If the student(s) under investigation accepts the recommended sanctions, then the decision will be final with no subsequent proceedings. This is known as an informal investigation.

### Investigation by the Professional Conduct Committee

Step 2: If the complaint cannot be disposed of in a manner mutually acceptable to all parties through Step 1 or, if in the discretion of the Assistant Dean for Academic Success and Student Affairs, and after consultation with the applicable Program Director, the complaint will be referred to the Professional Conduct Committee (PCC), a body made up of 1 faculty member from each program housed within the School of Rehabilitation Sciences and chaired by the Associate Dean for Academic Affairs, or his or her designee. In the event a complaint is referred to the PCC, the Assistant Dean for Academic Success and Student Affairs will contact the student within five (5) business days advising of the referral, the applicable policies and procedures, and to coordinate scheduling.

- a. The PCC, on receipt of the referral, will review and gather information necessary to evaluate the merits of the complaint. The student will have the opportunity to provide a written statement to the PCC, and the PCC may request information from other individuals or the person that made the initial complaint.

- b. Once the PCC has gathered and reviewed the appropriate information, a meeting will be scheduled between the PCC and the student to answer questions, at which time the student may also elect to make a statement.
- c. Following the meeting, the PCC will deliberate and issue a decision within five (5) business days on whether the student violated policy. The student will not be present during the deliberations. The PCC will notify the student, the applicable Program Director, and the Assistant Dean for Academic Success and Student Affairs, of its decision.
- d. In the event the PCC finds a policy violation, the PCC will also issue sanctions at the time the notice described above is provided to the student. The PCC may uphold the original sanctions recommended in Step 1, if any, or may recommend a new set of sanctions.
- e. The decision of the PCC is final unless the student believes that the procedure was not conducted in accordance with this policy. A student may not appeal the PCC's decision because of its finding or recommended sanctions.

### Appeal to the Dean

Step 3: If the student believes that the procedure was not conducted in accordance with this policy, the student may appeal to the Dean of the School of Rehabilitation Sciences.

- a. The Dean will review all information related to the student's complaint that the procedure was not conducted in accordance with this policy. If the Dean decides the policy was followed, the decision of the PCC will be upheld.
- b. If the Dean determines the policy was not followed, he or she will review the full complaint file, and may request to speak with the student or other applicable person(s) involved in the underlying complaint.
- c. The Dean will then make a determination as to the merit of the complaint and may, in his or her sole discretion, uphold the decision of the PCC, or overrule the decision of the PCC, and may uphold previously issued sanctions, impose new sanctions, or dismiss the case.
- d. The decision of the Dean is final and there is no option to appeal further.

In egregious situations where a student or patient is at risk, or put at risk, in the sole discretion of the Assistant Dean of Academic Success and Student Affairs, the SRS may deviate from the above referenced procedure and escalate the matter to Step 2 or Step 3, where appropriate. In this instance, the Assistant Dean for Academic Success and Student Affairs will notify the student in writing of the escalation and advise of the path forward for resolving the complaint. Moreover, students may be suspended, dismissed or refused readmission if circumstances of a legal, moral, health or safety nature are considered to justify such action.

## Part V: Academic Policies

### Attendance

As a professional program, your attendance is expected. Attendance policies may vary by faculty and course. In general, anticipated absences should be cleared with faculty ahead of time. Students with unexpected absences should engage with classmates to acquire course information first and then with faculty members during office hours if more clarity is needed.

In the event of an absence during an examination, the general policy is the student will not be able to make up the examination without prior approval. In the event of a scheduled absence with prior approval on an examination date, the student will need to be prepared to take the examination prior to the absence.

### Dress Code

During normal operating hours of the SRS and Clinic, students are required to present themselves in a neat, clean, and well-groomed manner as a healthcare professional. Closed-toe footwear is mandatory. Students are expected to use good judgment in selecting their attire for class. Jewelry should be conservative and heavy perfumes and/or aftershaves should be avoided. Distracting body art such as facial/body piercings or easily visible tattoos may be required to be camouflaged, covered, or removed. Nails will be kept short to enable easy cleaning, prevent puncture of gloves, and prevent injury to the patient/client. Please adhere to the laboratory, clinical, or site-specific dress code requirements specific to those settings.

University-issued identification must be worn at all times and be visible above the waist. The ID also serves as the student's key to enter the building. Students will be responsible for replacing lost or damaged name badges at their own expense.

Students are expected to be in professional attire at ALL times when in the SRS. This means changing clothes, if necessary, after lab courses. It is the student's responsibility to look at course schedules and be prepared for proper dress.

Appropriate attire includes scrubs, slacks, or capris (no denim or shorter than mid-calf or leggings), dress or skirts (no shorter than 2 inches above the knee) and either a collared or professional style shirt (tie optional) with appropriate coverage.

The School does allow for relaxed dress code for Casual Fridays and other select events per the discretion of the Dean's office. Students, faculty and staff may dress casually within the following parameters. Jeans can be worn but should not be faded, ripped, overly tight or

with frayed hems. Tops should still be professional in nature. Collared shirts are allowed. T-shirts are not allowed. Exceptions to Casual Fridays may occur in the event of special guests or an activity that requires more professional attire.

Hairstyles should be clean and well kept. Facial hair must be clean and well-trimmed. Hair should be worn in a manner that prevents it from coming in contact with the patient or modalities that may be in use. Hats are prohibited in all classrooms.

This list is not exhaustive, and it is impossible to continually update with every change in contemporary fashion. Therefore, if in doubt, err on the conservative side. Students who are in violation of the dress code will be sent home and an unexcused absence will be given.

### Laboratory Dress Code

Students must wear shorts and/or tights and t-shirts which may be worn over sports bras, full coverage bras, or swimsuit top. Clothing with suggestive and inappropriate logos and slogans are not allowed.

### Clinical Education Dress Code

The program director along with the preceptor and clinical education coordinator will determine any modifications from the standards dress code. Acceptable dress is as follows:

- Shirts and Sweatshirts:  
MSAT t-shirt or collared shirt  
Shirts must be tucked in
- Shorts, Pants and/or Skirts:  
Color must be khaki, gray, or black  
Shorts/skirts will be at least mid-thigh length  
Dress for clinical assignments will be appropriate in accordance with the facility  
No jeans or denim  
Students that wish to wear a skirt must get the attire approved by the preceptor
- Scrubs:  
MSAT scrubs may be worn in clinical environments with preceptor approval
- Footwear:  
Shoe should be flat bottomed and closed toed (no high heeled shoes)  
Shoes should be clean with no holes  
In certain instances, sport sandals are allowed when approved by the preceptor
- Hats and/or Caps:  
Approved solid color, program cap, or affiliated hats and/or caps
- Tattoos, Jewelry, Piercings, and Nails:  
Should not interfere with clinical duties

Tattoos should not interfere with clinical practice. Some preceptors or site administrators may require students to cover tattoo artwork.

Any facial piercing must be removed during clinical duties for safety and health reasons

The preceptor and clinical coordinator will determine what jewelry and piercings are acceptable for the clinical site.

Fingernails must be kept clean and trimmed to promote patient safety and infection control.

- Outdoor Events:  
MSAT jacket or sweatshirt and black wind pants or joggers

## Special Event Attire

The school may host special events that require a more formal attire than is expected on a daily basis. Such events may include, but are not limited to, professional ceremonies, awards ceremonies, and similar events. For these types of events, special event attire may be requested which would consist of a shirt and tie (jacket optional) or nice dress or skirt/ slacks with nice blouse. Students are expected to dress in a respectful manner, especially for events taking place in a religious setting.

## Illness and Injury

Should a student experience a short-term illness or injury that could potentially prevent the student from performing required assignments and/or assessments as regularly scheduled and in the prescribed manner as all other students, the student is expected to contact the Instructor of Record to determine an appropriate course of action. The Instructor of Record will meet with assigned faculty members to determine available options for the student.

Options include, but are not limited to, the following:

1. Reschedule assignment or assessment to a later date within the same semester.
2. Develop temporary accommodation to allow the student to proceed without delay.  
Student must still be able to demonstrate competency in assignment or assessment.  
Any agreed upon accommodations would be considered temporary and for the duration of the short-term illness or injury.
3. Assign a grade of in progress (IP) and plan for the student to complete course requirements within a time frame, up to one year, agreed upon by the Instructor of Record, the student, and the Dean of SRS. This may delay the student's graduation date.

The student may be required to provide documentation related to the illness or injury. Students experiencing a lengthier illness or injury may be counseled to take a leave of absence from the program, to meet with the Office of Student Disability Services for consideration of long-term accommodations, or to consider withdrawal from the program.

Should an injury occur while the student is engaged in class or lab activities, an Accident/Incident Report form should be completed by the student or by the instructor in whose class the incident occurred. A copy of this report will be kept in the student's records.

## Use of Electronic Devices

The focus of classroom time should be on relevant classroom activities. The use of electronic devices may be employed in support of such endeavors. Engaging in activities not related to learning objectives is inappropriate and may warrant dismissal from the classroom or laboratory setting with an absence for that class period resulting.

In particular, cell phones should be turned off or on silent mode while in class. If a personal situation exists that necessitates the ability to be accessible, then the student should discuss such needs in privacy prior to the start of class. Any incoming calls should thus be quietly excused from the classroom. Ongoing text conversations during class are not permissible.

If electronic devices are improperly used, a verbal warning will be issued first, followed by a request from the instructor for the student to leave the class.

Within the clinical setting, use of your personal cell phone should be on a limited basis. In case of an emergency, the student may receive phone calls during observation or clinical hours. Clinical documentation / skills / anatomy apps may be used with permission of the preceptor. All other personal use is prohibited. If a cell phone is brought into the athletic training room or clinical site, the phone must be changed to the vibrating, silent, or off mode. The clinical preceptor has the option to allow or not allow the students to carry cellular phones, so please check their policy at the site.

Please reference Section VII on Classroom Recording for guidance on the appropriate use of electronic devices for lecture capture.

## Elective Coursework

Students who wish to register for an elective offered during the same time as a course in the professional curriculum must discuss and obtain permission from the Program Director and Instructor of Record of the course offered in the professional curriculum and complete an Override/Exception Form before registering for the elective course.

## Auditing

Admitted students may register for lecture courses as auditors. No credit is awarded for audited courses. If a student desires credit, they must repeat the course and pay the regular tuition. An auditor may attend lecture classes but does not submit papers or take examinations. Auditors may participate in class discussion only upon invitation of the instructor. Audited courses are not applicable towards a degree. A course that has been

audited is not part of the official academic record of the University. The following regulations apply to auditing:

- Students are not allowed to audit tutorials, labs, practical exams, clinical education courses, and similar courses.
- Students seeking to audit a course must obtain written approval from the instructor.
- Auditors pay full tuition for limited enrollment, private instruction, and studio courses, and will be charged 50% of regular tuition for all other courses. Auditors pay all course fees.
- Full-time students at UIW may audit one course (3 credit hours) per term free, with the exception of courses specified above. Additional audit courses are charged as described above.

## Assessment Policy

Assessment of student learning is an integral part of the educational experience at the School of Rehabilitation Sciences. Assessments of all kinds will be reflective of the learning objectives established for each course and provide faculty and students timely feedback on levels of mastery. Assessments in each course will reflect the best alignment with course objectives to prepare graduates to pass the Board of Certification Examination and transition to safe and effective health care professionals. As a general guideline, greater than 70% of assessment results should be administered and reported prior to the designated last day to withdraw from a course.

Assessments include but are not limited to:

- Written Examinations
- Practical Examinations or Competencies
- Quizzes
- Projects
- Homework
- Research
- Class participation

## Written Examinations

The primary purpose of written exams is to assess the student's comprehension, integration, and application of the course material to the practice of athletic training. Assessments increase in level of complexity as the student progresses through the program, culminating in integration, interpretation, and synthesis of all prior coursework. At a minimum, two major grades will be conducted throughout the semester and with a summative final assessment. The weight of these assignments are determined by the Instructor of Record for each course.

All written exams will be administered under the following protocol:

- Students should arrive 10 minutes prior to the exam start time to ensure that devices are in working order.
- Books, backpacks, and all electronic devices including cell phones will not be allowed in the testing room unless needed to complete the assessment.
- Students should ONLY bring the following items into the exam room: computer, charger, 2 writing utensils, tissues, a beverage in a closed container, ear plugs (some will be available if a student does not have their own), a blanket (if necessary).
- Students should refrain from bringing any personal belongings into the exam room.
- No smart watches or hats allowed inside the testing room.
- Only one student at a time will be allowed to leave the assessment room. If the student needs to step out, they are to leave their laptops with the faculty member administering the exam.
- Students should refrain from eating snacks during an exam. If a snack is needed, the student can request permission to step out but should be mindful that their peers may be waiting for them to return.
- Accessing notes, textbooks, phones, or other devices during an exam is considered a violation of the academic integrity policy.
- If a student misses a scheduled exam without an approved excuse or prior notification and approval of the Instructor of Record, the grade will result in a zero.
- Any writing done during the exam by the student that is not part of the official exam submission (eg. blank paper, brain dumps, whiteboards, etc.) will be left with the faculty proctoring the exam.

## Final Exam

In order to progress in the curriculum, students must demonstrate mastery of didactic content by meeting both of the following criteria in each course:

- 1) scoring a minimum of 75% on the Final Cumulative Exam and
- 2) achieving an overall unweighted exam average of 75%.

Students who do not meet either criteria must complete a retake. Students failing to achieve both criteria on the final exam retake will be deemed unsuccessful in the course, assigned a maximum grade of C, and will be placed on academic probation.

For grade calculation purposes, any passing score ( $\geq 75\%$ ) earned on the final exam retake will be recorded as a 75% in the gradebook. However, the actual score earned on the retake will be used to determine whether the student has met the minimum 75% unweighted exam average required for progression.

Students are permitted a maximum of two (2) attempts to successfully complete the final exam in each course. Students requiring more than one (1) attempt in multiple courses within a single semester will be placed on a Student Learning Contract.

## Clinical Objective Structured Clinical Examination (OSCE)

As part of the clinical education curriculum, students will complete a cumulative Objective Structured Clinical Examination (OSCE) at designated points within the program. The OSCE is designed to assess the integration and application of clinical knowledge, decision-making, and psychomotor skills in a simulated patient care environment.

Students must achieve a minimum score of 75% on the OSCE in order to successfully complete the associated course and progress to the next clinical level. The OSCE exams will be treated as a final exam and will follow the final exam retake policy. Failure to achieve a passing score (after retake) will result in clinical course failure and clinical skill remediation as determined by program faculty.

Performance on the OSCE will be evaluated using standardized criteria and may include assessment of clinical reasoning, communication, safety, and technical skill performance. Students are expected to perform all skills in accordance with program expectations, professional standards, and their level of training.

## Exam Preparation Courses – Comprehensive Examinations

Preparation for students to successfully take their Board of Certification examination is guided by a series of Exam Preparation courses that include culminating examinations reflecting cumulative content taught in the program up to that point. Each of these examinations must be passed above a 75% score.

As these examinations are preparatory, the retake option will be offered no sooner than four weeks after the date of the initial offering in that term, but no later than the start of the following semester. Failure to pass a comprehensive examination will result in failure for the Exam Preparation course and placement of the student on academic probation. Per the degree plan, three (3) credits of Exam Preparation are required for degree conferral.

## Grade Appeals

### Assignments

The Master of Science in Athletic Training faculty make every attempt to maintain open communication with students and students are encouraged to seek help from advisors and course faculty regarding any academic concerns. Occasionally, students and faculty disagree about the quality of a student's work. Academic grievance procedures are designed to ensure open and fair communication between students and faculty if disagreements occur.

Academic grievances are resolved through the efforts of the student, the faculty, and the administration of the School of Rehabilitation Sciences. The main goals of the grievance procedures are to protect the rights of all parties involved (students, faculty, and the university), provide a mechanism for problem-solving; and achieve an equitable resolution of the problem as quickly as possible.

When a student disagrees about the assessment outcome of their work, the student should first discuss the problem with the Instructor of Record involved. If resolution has not

been achieved between the student and the Instructor of Record, then the student should meet with the Program Director. The Program Director may ask all parties involved to be present during this meeting in order to facilitate resolution of the problem. If the Program Director is the Instructor of Record, then the Associate Dean of Student Success will serve to consider the concern. Mediation may be suggested as a first step in resolving the problem.

If mediation is not appropriate or does not result in agreement satisfactory to the student and Instructor of Record, the student may ask, in writing, for the formation of a Professional Conduct Committee to further review the matter. Justifiable cause for grievance shall be defined as any act, which is perceived as either a prejudiced or capricious action on the part of a faculty member in the evaluation of a student's performance or an arbitrary action or imposition of sanctions without regard to due process.

Prior to appointment of a committee, the Dean of the School of Rehabilitation Sciences shall first determine whether the request for the formation of this committee is meritorious. If the Dean determines that the request is not meritorious, the committee shall not be formed, and the quality of the student's work will be as originally determined by the faculty member. The Dean's decision of the merit of the issue shall be final.

## Exams

Students can appeal examination questions and answers. Appeals will be taken in written format for a 48-hour period after grades have been posted or the student work returned. The appeal should include the question, the intended corrected answer, and justification of the thought process and/or copy of reference (with source) for choosing an alternate answer. Appeals should be written to justify why the alternate answer was the BEST choice, not to argue that the alternate answer was plausible as many answer options may be plausible. An appeal may be accepted or rejected by the Instructor of Record. If accepted, the student's examination grade will be adjusted upwards to reflect appropriate credit. If the appeal is rejected the student's examination grade will not be affected. Students should refer to the academic dishonesty policy when writing appeals.

Comprehensive examinations are ineligible for appeal.

## Early Alert and Remediation Policy

### Purpose and Philosophy

Academic remediation and early alert processes are designed to support student success through timely identification of academic difficulty, collaborative intervention, and structured support. Participation in remediation is not meant to address ongoing deficiencies in the student's overall capability to perform at the master's level and does not guarantee successful course completion or progression.

## Student Responsibility and Proactive Academic Support

Students are expected to actively engage in learning and seek assistance proactively. This includes completing required readings, participating in coursework, developing effective study strategies, forming study groups, and utilizing academic success resources such as tutoring, writing support, and academic coaching. Faculty, advisors, and student success staff are available to collaborate with students to identify appropriate strategies and resources.

## Early Alert and Identification of Academic Concern

Faculty may initiate an Early Alert when students demonstrate academic difficulties such as low or declining assessment performance, repeated unsuccessful assignments, difficulty integrating knowledge or skills, or unprofessional behaviors impacting academic performance. Early Alert notifications will be shared with the student's advisor, program leadership, and student success personnel to ensure coordinated support.

## Academic Support Services

A Director of Academic Success is available within the SRS to provide guidance and resources related to academic success strategies. Additional resources include a Peer Tutoring program and Supplemental Learning and Practice (SLAP) labs. Workshops related to success strategies are offered periodically throughout the semesters.

Students who are identified as "at risk" due to academic or non-academic issues will be asked to meet with the Director of Academic Success and/or his/her faculty advisor to develop strategies for overcoming the at-risk behaviors.

## Remediation

### *Informal Remediation*

Informal remediation is an initial intervention to address early academic difficulty and may include required meetings with faculty, exam or skills reviews, study plans, tutoring, written reflections, or meetings with academic support personnel. Failure to engage in informal remediation may lead to formal remediation or administrative action. Remediation may include involvement of the faculty advisor and/or the Director of Academic Success.

**Insufficient Exam Scores:** If a student scores 80% or below on a course exam, the appropriate faculty member will notify the student that they will need to participate in informal remediation as outlined below.

<80% but >70% - Student will complete an exam wrapper assignment and meet with the professor to review the exam within one calendar week of the posted grade. The Instructor of Record may decide on any tools necessary to fill in learning gaps and demonstrate proficiency including but not limited to regular meeting times during office hours, required peer tutoring, regular meetings with the Director of Academic Success, or supplemental assignments.

<70% - Meetings as above with the professor to develop a remediation plan designed to fill in knowledge gaps and improve study skills. Students will meet weekly with the professor to discuss progress until the next exam is passed with a score over 80%. The student will also schedule a meeting with the Director of Academic Success and together, they may review the academic support resources in Canvas, and/or discuss strategies for student success including how to obtain a working knowledge of the content that was not solidified.

Failure to comply with timely review of exams and/or remediation plans may be grounds for non-academic probation.

#### *Formal Remediation -Learning Contracts*

2<sup>nd</sup> earned exam score below 70% - The student will be directed to participate in formal remediation and placed on a Learning Contract. The Learning Contract will outline deficiencies, required actions, timelines, and criteria for successfully completing remediation requirements. The contract must be acknowledged by the student and documented in the student's academic record. Failure to comply may result in probation, suspension, or dismissal.

#### *Clinical Remediation*

If a student is found to not be progressing satisfactorily in the clinical experience, the Clinical Education Coordinator, in consultation with the Program Director, may either place the student on probation with remediation or issue an unsatisfactory grade. The decision to be placed on probation and receive remediation versus being issued an unsatisfactory grade depends on the severity of not meeting the expectations. The student's overall academic record will also be taken into consideration. If a student is issued an unsatisfactory grade which results in dismissal, he/she may appeal according to the appeal policy. Exceptions to Remediation Policy: There may be exceptions to the remediation policy due to an unforeseen health issue. This will be determined through actions taken by the Program Director and MSAT faculty team.

#### *Relationship to Probation and Dismissal*

Remediation does not replace academic or non-academic probation policies. Failure to complete remediation or continued academic difficulty may result in probation or dismissal as outlined elsewhere in this handbook.

## Part VI: Progression, Withdrawal, and Dismissal

### Grading System and Grade Point Average

The grade point average (GPA) is determined by dividing the number of grade points earned by the number of semester hours attempted. The cumulative grade point average used is based on the total grade points earned at the University of the Incarnate Word. A course may count toward the degree only if the student demonstrates mastery of 79.5% which is equivalent to a course grade of at least a “B.”

Once grades are recorded, grades other than IP cannot be changed, except in the case of instructor error. In no case may a grade other than IP be changed without the permission of the SRS Dean. Additional work performed by a student may not be used to raise a grade that has been recorded by the Registrar. If course work has not been completed within one year, the IP grade will be turned to a grade of F. Grades are presumed to be correct when entered on the student’s record. Any question regarding the accuracy of these grades must be raised within one calendar year through the Instructor of Record. Grades are not subject to challenge after one year and will not be changed.

To calculate the GPA, points are assigned to semester hour course grades as follows:

Superior grasp of the subject matter of the course, initiative and originality in attacking problems, and ability to relate knowledge to new situations	<b>A</b>	90 – 100	4.0
Average grasp of the subject matter of the course and ability to apply principles with intelligence - a <i>noteworthy level of performance</i>	<b>B+</b>	87-89	3.3
	<b>B</b>	80 – 86	3.0
Below average grasp of the essentials of the course. Depending on the expectations of the academic program, students who earn the grade of “C” may receive an academic warning or need to repeat the course.	<b>C+</b>	77-79	2.3
	<b>C</b>	70 – 79	2.0
Failure to master the minimum essentials of the course – unsatisfactory achievement and student cannot progress in the program. Results in <b>Academic Dismissal</b>	<b>F</b>	< 70	0.0
Satisfactory / Unsatisfactory – if satisfactory, the course will count toward graduation, but not considered in computing the GPA.	<b>SA / UN</b>		
Student who withdraws from courses before the "Final Date for Withdrawing with a W"	<b>W</b>		
The student’s achievement in the course has been satisfactory, but certain prescribed work is incomplete, or the student was unable to take the final examination.	<b>IP</b>		
No report (used only at midterm)	<b>NR</b>		
Course audited not for credit	<b>AU</b>		

In order to receive a passing grade in a course, a student must achieve:

- 1) a minimum of 75% average on all course examinations,

- 2) a minimum of 75% on the final examination, and
- 3) an overall course grade of 80% or higher.

Failure to achieve all three of the above requirements will result in course insufficiency warranting retaking the class and elicit academic interventions as described below.

## Dean's List

Full-time students who have completed a semester with a GPA of 3.75 or higher, and with no grades of "IP" are placed on the Dean's List for that semester. Full-time students with a grade of "SA" (Satisfactory) per semester, qualify for the Dean's List if a 3.75 grade-point average is earned in the graded courses. Students who receive only "SA" grades per semester are not eligible for the Dean's List. Students qualifying for the Dean's List designation will receive a letter of acknowledgement for their scholastic achievement from the Dean.

## Graduation Requirements

Students who have successfully completed all didactic coursework, competencies, and clinical education are eligible for graduation. A student enrolled in the UIW MSAT program must meet the following criteria to graduate from the program:

1. Complete all required courses with a satisfactory grade
2. Maintain a cumulative GPA of 3.0 or higher without unresolved failing grades or probationary status
3. Fulfill all didactic and clinical rotation requirements

## Eligibility for Professional Practice

Completion of degree requirements for the master's degree does not guarantee state licensure or national certification as an athletic trainer. Students are advised to contact the Board of Certification and Texas Advisory Board of Athletic Trainers concerning their eligibility of professional practice. Prior to practice, the individual must complete an application and pay required fees according to current policies and procedures of the regulatory board. The application process has various sections that require endorsement by the university and program administration. Students are advised to plan ahead and identify key dates and requirements of the regulatory process, including the state jurisprudence exam. As part of the initial regulatory process, students must successfully complete a comprehensive written assessment of their athletic training knowledge.

Preparation to take the Board of Certification examination is a continual process. Once accepted into the program, students will begin coursework and clinical field experiences to build knowledge, skills, and confidence.

# Academic or Non-Academic Probation, Suspension, Dismissal, & Review of Appeal Procedures: School of Rehabilitation Sciences Common Policy

## Purpose and Scope

The School of Rehabilitation Sciences establishes standards for academic standing and progression to support student success, professional development, and ensure readiness for continued participation in program activities. Decisions related to academic probation, suspension, dismissal, and appeal review are based on academic performance, professional behavior, administrative compliance, and readiness to continue in the respective program. Participation in remediation or probation does not guarantee continued enrollment, successful course completion, or progression. The MSAT faculty within the SRS seek to develop supportive approaches to guide students towards success. When possible, the program seeks to give grace and guidance through Learning Contracts and Probation before Suspension or Dismissal. The following program-specific standards should be read in conjunction with this common policy.

## Academic Probation

Academic probation may be imposed when a student fails to meet program-specific academic standing or progression standards. A student on academic probation may continue in the program under specified conditions but is no longer in good standing and remains at risk of dismissal. Academic and non-academic probation are independent of one another.

Students on academic probation must complete a written corrective plan and satisfy any additional conditions required by the program. A student may be dismissed for failing to comply with probation requirements, failing to demonstrate sufficient improvement, or meeting program-specific dismissal criteria. Students may not remain on academic probation for two consecutive semesters.

See the sections below on program-specific academic standing or progression standards.

## Non-Academic Probation

Non-academic probation may be imposed when a student demonstrates serious or repeated concerns related to professional behavior, conduct, ethical practice, or required administrative compliance. A student on non-academic probation may continue in the program under specified conditions but is no longer in good standing and remains at risk for dismissal. Academic and non-academic probation are independent of one another.

Non-academic probation may result from:

- serious or repeated violations of professional behavior expectations
- violations of applicable codes of conduct
- failure or refusal to meet required administrative standards for program participation.

Students on non-academic probation must comply with the terms of the probation notice and any associated corrective plan. A student may be dismissed for violating the terms of probation or for meeting any other program-specific basis for dismissal. Students may not remain on non-academic probation for two consecutive semesters.

## MSAT Program-Specific Standards

### Academic Probation and Didactic Progression

A student earning below a B in a course (or a C in a clinical course) will be placed on academic probation and must repeat the course. If the course is a prerequisite or otherwise prevents progression in the curriculum, the student may be suspended until the course is next offered. Upon return, the student will remain on academic probation during the return semester.

Students on academic probation must complete the required action plan addressing concerns impacting academic performance and outlining a plan for achieving academic success. The Program Director, Student Success Coordinator, and/or Assistant Dean for Academics Affairs will work with the student to incorporate the action plan into a formal Learning Contract. The program faculty will also discuss at that time other supportive tools such as:

- Limitations to outside employment
- Modified clinical expectations to address lacking theory component from prior semester
- Modified clinical hours to allow for extra time in Student Success
- Removal from the clinical component and/or further progression.

A delay in graduation may result if a Learning Contract requires modifications to clinical hours/placement.

To support student academic success, MSAT faculty may modify a student's clinical education experience when academic performance is of concern. This may include a reduced clinical load, temporary removal from clinical participation, or reassignment of clinical responsibilities. These decisions are made on an individual basis by the Program Director and Clinical Education Coordinator, with the goal of allowing the student adequate time and support to meet academic expectations. Adjustments to clinical participation may impact progression and time to degree completion.

At any point during the semester, if a student's grade in any course falls below 70%, the student will be temporarily removed from clinical participation. The student may not return to clinical activities until the course grade is brought to a minimum of 70% or an alternative plan is approved by the Program Director and Clinical Education Coordinator.

A student on academic probation will be dismissed at the end of the semester if:

- the semester GPA is below 3.0
- the student fails to satisfy the conditions for removal from probation

## Non-Academic Probation

A student may be placed on non-academic probation for:

- serious or repeated professional behavior concerns
- failure or refusal to meet administrative requirements, including health and immunization standards

Depending on the seriousness of the issue, the Program Director, in coordination with the Assistant Dean of Academic Success and Student Affairs, may impose probation or suspension.

## Clinical Suspension and Delayed Progression

A student may be suspended from the clinical portion of the program for:

- failure to meet clinical hour expectations after probation
- repeated negative evaluations from a clinical preceptor
- removal from a clinical site

A student removed from a clinical site will not be reassigned until the next clinical semester may delay progression and graduation. Serious or recurring concerns may result in dismissal.

## Program Separation

### Suspension

Suspension refers to a mandated leave away from the program. During the suspension, the student is expected to work on resolving matters that initially led to the suspension. The student will receive a letter outlining expectations that must be met in order to return to the program. The letter will contain:

- the reason for suspension
- the conditions for return
- the deadline for meeting those conditions
- any related academic, clinical, fieldwork, or administrative consequences

Prior to readmission, the student may be required to pass a competency test to determine if the student has retained material from previously passed courses. Official transcripts of all coursework completed while absent from the University must be submitted prior to readmission. Failure to meet all expectations by the stated deadline will result in dismissal from the program. Students meeting the requirements for dismissal may submit an appeal to the Academic Progress Committee as described in this handbook.

Students have three ways of being suspended from the MSAT Program: administrative (university or school/program level), academic (didactic or clinical), or professional

behavior/disciplinary. Short-term or less severe matters may result in probation versus suspension.

**Administrative:** The student may be suspended or dismissed from the program due to legal, disciplinary, ethical, or moral issues including financial matters. The student may apply for re-admission after all university issues have been satisfactorily resolved.

**Academic-Didactic:** Students earning less than a B in any given course must repeat the course and earn a grade of B or higher. Due to the sequence of courses, the student may be suspended from the program for a period of time until the course is offered again. During the semester that the student returns to repeat the course, they will be placed on academic probation. In some special circumstances, the student may appeal to the Program Director to remain in the clinical aspect of the program with a <3.0 GPA.

**Academic-Clinical:** Students that are unable to bring their clinical hour level up to the expectations of the program, after being placed on probation, will be suspended from progression in the clinical aspect of the program for one semester, resulting in a delay in graduation. In addition, students receiving repeated negative evaluations from a clinical preceptor, may also be suspended from the clinical aspect of the program for one semester. In some special circumstances, the student may appeal to remain in the clinical aspect of the program. If granted, the student will remain on probation and must meet the probationary contract.

**Professional Behaviors/Disciplinary:** The student must meet the professional standards and expectations of the MSAT. During the didactic portion of the program, the student is expected to follow the professional behaviors as outlined in Part IV: Academic Integrity and Professional Behaviors section of the handbook. While the student is still held to these standards during the clinical portion of the program, the program also uses preceptor evaluations to evaluate progress and conduct.

Clinical supervisors may remove a student from the clinical rotation, at any time, if the supervisor feels that the student has (a) behaved in an inappropriate manner; (b) placed a patient in a potentially harmful situation as a result in unsafe clinical practice; (c) violated the site's guidelines; or (d) violated the Code of Conduct in the MSAT Handbook.

It is the clinical supervisor's responsibility to inform the Clinical Education Coordinator as soon as possible of any instances resulting in a student being asked to leave. The clinical supervisor will be asked for documentation outlining the infraction / violation that resulted in removal. Students that are removed from a clinical site will NOT be reassigned to another clinical site until the next clinical semester. In some cases, the student may be required to attend educational or counseling sessions as part of the disciplinary action and reinstatement in the MSAT Program. If the violation is deemed serious or the student demonstrates recurring inappropriate behaviors, the student may be dismissed from the program

## Dismissal

Failure to meet the agreed upon requirements outlined in any Probation or Suspension proceedings will be cause for dismissal from the program. Dismissal is permanent removal from the program. A student may be dismissed for:

- failing to achieve a B or higher in more than one course within a single semester
- failing to satisfy the terms of academic or non-academic probation, including failing to achieve a 3.0 or higher semester GPA
- failing to meet conditions for return from suspension
- demonstrating unsafe or unprofessional behavior warranting removal
- otherwise failing to meet School, program, university, clinical, or administrative requirements

## Petition for Reunification

A student who meets the criteria for dismissal and seeks to return to the program may petition for reunification with the MSAT program. Students found responsible for violations of academic integrity or professional behavior standards remain subject to the grievance procedures described elsewhere in this handbook.

### Step 1: Notification and Submission of Petition

Once it is determined that a student has met the criteria for dismissal, the Assistant Dean for Student Affairs and the applicable Program Director will meet with the student within one (1) business day. The student will be informed verbally and in writing of the basis for dismissal and the process to apply for reunification. The student will then have one (1) additional business day to confirm verbally whether they intend to petition for reunification.

A written letter must be submitted within ten (10) business days of the initial dismissal notification. To be considered, the student must document the following in their letter:

- A description of the circumstances and factors that contributed to the student's dismissal.
- A reflection on the student's role in the circumstances leading to dismissal and demonstration of insight into identified concerns.
- A detailed corrective action plan outlining the specific steps the student will take to address and remedy the issues that led to dismissal.
- Evidence of completed or planned interventions, supports, or resources that will assist the student in achieving future academic and professional success (e.g., tutoring, counseling, academic coaching, medical treatment, time-management strategies, or other relevant measures).
- A proposed plan for maintaining satisfactory academic, professional, and clinical performance if readmitted to the program.

Any supporting documentation must be submitted at the same time as the letter. The documentation provided may, but is not required to, include extenuating circumstances and

supporting evidence. Extenuating circumstances are unforeseen events outside the student's control during the semester. The letter must be submitted electronically to the Assistant Dean for Student Affairs. Failure to meet the submission deadline forfeits the right to petition. Any request for an extension of the deadline must be submitted to the Assistant Dean for Academic Success and Student Affairs. It is the sole discretion of the Assistant Dean to determine if the reasons for the requested extension are valid.

The student will be assigned an advisor to assist in the petition process. The advisor will be a full-time faculty member within the School of Rehabilitation Sciences. This person may be a faculty member in a program other than the MSAT Program.

Within one week, the Assistant Dean for Academic Success and Student Affairs will convene the Academic Progress Committee to review the submitted materials. The student's likelihood of success in the program and as a professional serve as primary guiding constructs. A final decision will be provided to the student no later than three business days prior to the start of the program's next academic term.

#### Step 2: Academic Progress Committee Review

After the petition is submitted, the Academic Progress Committee will convene at a time agreeable to all parties, but no later than two (2) months after the end of the semester in which the student was dismissed. The committee will consist of four (4) full-time faculty members and the Program Director for the student's program. If a department does not have four (4) faculty members in addition to the Program Director, faculty from another department within the School of Rehabilitation Sciences may be appointed. The Program Director will chair the committee and vote only in the event of a tie. The Assistant Dean for Student Affairs will attend for procedural purposes only and will not vote.

During the hearing:

- the student will be available to meet with the committee if requested.
- the student and any additional individuals will not be present during deliberations
- the committee may request additional individuals to provide information or answer questions

At the conclusion of the hearing, the committee will determine whether the petition should be granted. If a student is approved for readmission or return to the MSAT Program, the Academic Progress Committee, in consultation with the Program Director and course faculty, may develop an individualized reunification assessment to determine whether the student has retained the knowledge, skills, and professional behaviors necessary to safely and successfully reenter the program. This may include written, practical, clinical, or other program-approved measures designed to identify retention gaps and determine readiness for progression.

The type and extent of required assessment will be based on factors including the length of time away from the program, point of reentry, prior academic performance, course sequencing, and any concerns related to clinical readiness or professional behaviors. Students who have been out of the program for more than one academic term may be required to complete

additional assessment, remediation, auditing, or reenrollment requirements before returning to full progression.

Assessment results will guide reunification decisions. In general:

- $\geq 75\%$ : Eligible to reenter without formal remediation; targeted review or academic support may be recommended.
- 65%- 74%: May require remediation, course auditing, completion of selected coursework, additional assessment, or structured faculty-led review.
- $< 65\%$ : May be required to reenroll in one or more courses, repeat a full semester or course sequence, or complete additional requirements prior to progression.

Based on the reunification assessments, the Academic Progress Committee will develop reunification requirements based upon individual student needs, clinical education requirements, and accreditation expectations, including requiring repetition of previously completed coursework as necessary to ensure safe and competent practice.

The Assistant Dean for Student Affairs will notify the student of the decision. Students granted readmission will automatically be placed on academic probation during the return semester. The student will be expected to sign acknowledgement and acceptance of the reunification plan and any associated learning contract.

### Step 3: Dean Review

If the student believes the appeal hearing was not conducted in accordance with policy, the student may appeal to the Dean of the School of Rehabilitation Sciences.

The Dean will:

- review all information related to the case
- uphold or overturn the decision of the Academic Progress Committee
- issue a final decision with no further appeal

## Readmission Following a Successful Petition

If a petition is granted, the student will return to the program as specified in writing and may be required to repeat the relevant course, semester, or year. This may delay graduation.

The repeated course and grade will be recorded in the term in which the course is repeated. The original course entry and grade, along with any F, UN, AU, or W, will remain on the student's permanent record and transcript.

Before returning, a student granted readmission may be required to:

- repeat or audit additional coursework
- demonstrate proficiency in previously completed coursework
- complete additional remediation
- satisfy program-specific re-entry requirements
- submit official transcripts for coursework completed while away from the University.

Any additional academic failure or progression deficiency after readmission may result in removal from the program without further opportunity for appeal.

### Administrative Requirements Following Dismissal

A student dismissed from the program without approval for readmission must return any identification card, keys, and equipment and may be directed to the Business Office, Office of Financial Assistance, or other applicable University offices to address outstanding obligations.

### Leave of Absence

Graduate students must be continuously enrolled with the University during the academic year (Fall, Spring and Summer). If a situation warrants it, a student may request a Leave of Absence from the SRS Assistant Dean for Academic Success and Student Affairs to keep the student's file active. The request may be for personal or medical matters. Students who take a Leave of Absence for medical reasons may be required to provide documentation from an appropriate medical professional indicating the student's ability to return to the program. A leave of absence is not guaranteed. The student must be approved in advance by the Assistant Dean for Academic Success and Student Affairs and their Program Director.

Students who are granted a leave of absence may be required to pass a competency test to determine if the student has retained material from previously passed courses. Official transcripts of all coursework completed while absent from the University must be submitted prior to readmission. An approved Leave of Absence cannot extend beyond one year.

Failure to maintain continuous enrollment will immediately result in a student being declared inactive, which may lead to termination from the program. Students who become inactive or are terminated from the program must apply for readmission to the MSAT Program. Official transcripts of all coursework completed while absent from the University must be submitted prior to readmission. An approved Leave of Absence cannot extend beyond one year and may require proficiency testing.

## Withdrawal

Students who find it necessary to leave the University during a semester must complete the formal withdrawal process. Students who complete a semester and then are not able to return for the following semester must complete the withdrawal process only if they have already registered for the next semester. A student's withdrawal from the UIW Department of Athletic Training, School of Rehabilitation Sciences will be considered as occurring on the day the student turns in the withdrawal form to the School of Rehabilitation Sciences. Forms are available online or in the office of the Dean of the School of Rehabilitation Sciences and must be approved by the Dean. The student must obtain the Dean's signature before the withdrawal will be considered official. Students who withdraw from courses before the final date for withdrawing with a W (see semester schedule) shall receive a grade of W. Students who withdraw after this date will receive a W and grade as determined at the time of withdrawal.

Those who fail to follow the proper withdrawal procedure will receive an F in all courses. As in the case of adding or dropping courses, informal notice to an instructor does not cancel registration or the student's financial obligation to the Business Office. Information on refunds for students who withdraw is provided on UIW Business Office website. Students will be required to return keys and equipment prior to withdrawing from the program. The student will be referred to the Business Office and to the Office of Financial Assistance to discuss any outstanding bills and/or loan payment or deferral options.

## Part VII: Student Rights and Responsibilities

### Basic Life Support CPR Certification

Athletic trainers must maintain proof of current Basic Life Support CPR certification throughout their careers. This requirement is necessary for all students prior to clinical placement. The program will provide initial training through the American Red Cross in BLS. Specific information regarding requirements in the training can be obtained by the program director.

Students are required to complete an American Red Cross CPR instructor training course that will require training and certification in lay-person first aid and CPR. Students will be expected to subsequently complete the online modules to elevate their instructor certification to include BLS. The program will provide the trainings and cover the cost of participation.

### Building and Classroom/Lab Access

Students have access to the SRS building via ID card swipe from 7am-11pm, 7 days a week. While inside the building, students are able to access labs and classrooms for clinical skills practice. The SRS houses other academic programs so some spaces may not be available based on class schedules. Generally, access to the building is extended during exam weeks.

### Classroom Recording

Classroom activities during regular scheduled classes may be observed at any time by authorized UIW faculty or staff and guests. Video recordings will always be scheduled or announced ahead of time. Notification of recording will be in course syllabi or emailed to the class list prior to the recording date. Enrollment in the School of Rehabilitation Sciences constitutes an agreement to be videotaped for educational or assessment purposes. Should a student desire to record classroom activities, they must receive permission in advance from the Instructor of Record for that class who must then inform that class of the planned recording.

### Complaint Procedures

#### Addressing Program Complaints

Addressing program complaints excludes complaints for which there is an established University or School policy or procedure, such as grades appeals, academic dismissal appeals, or allegations of racial, sexual or gender harassment. These matters are covered in the Athletic Training Handbook, or through the University of the Incarnate Word.

An individual who has a concern/complaint following an experience/encounter with any student, faculty, or staff members are welcome to communicate their complaints to the MSAT Program Director. The Assistant or Associate Dean of the SRS may be contacted if further discussion is needed.

Program complaints are recognized as an opportunity for program improvement and should be expressed with this end in mind. A complainant can choose to communicate a complaint either informally and/or formally.

If the complainant chooses, the complaint or concern can be communicated informally by contacting the party(s) involved (i.e., Faculty member, MSAT Program Director, Clinical Education Coordinator, student) to discuss the issue. In this case, there is no documentation of the complaint.

If the complainant prefers, a formally written complaint can be filed with the MSAT Program Director or Assistant Dean. The written complaint shall be filed with the MSAT Program Director or Assistant Dean within ten (10) working days of the experience or encounter. Complaints should be addressed to:

The University of the Incarnate Word  
School of Rehabilitation Sciences  
Attention: MSAT Program Director or Assistant Dean  
4301 Broadway, CPO 412  
San Antonio, TX 78209

Such a complaint must be communicated in writing and be signed and dated. The complaint should state with specificity the facts giving rise to the complaint, and the relief sought. The person filing the complaint should sign it. Upon receipt of the complaint, the MSAT Program Director or Assistant Dean shall evaluate the merits of the complaint and identify a course of action. The MSAT Program Director or Assistant Dean will address the issue with the involved party within ten (10) working days of receipt of the letter and will seek resolution of the issue. All parties to the process will seek to maintain the confidentiality of the process; however, it is recognized that circumstance may compel further disclosure to the other persons, particularly if the facts implicate possible violations of law, University policy, or foreseeable risk of harm to any person. The resolution action will be communicated to all parties in writing. A letter summarizing the MSAT Program Director or Assistant Dean's action shall be filed with the complaint letter in the Program Complaint File. The Assistant Dean of the School of Rehabilitation Sciences will maintain a file of all written program complaints for a period of five (5) years.

Should the complainant not be satisfied with the resolution of the issue at the SRS level, or if the complaint involves the MSAT Program Director or Assistant Dean of the School, the complaint can be made to the UIW Provost.

As appropriate, the Dean will forward a written summary of the situation to date. The Provost shall evaluate the merits of the complaint and identify a course of action. A letter summarizing the Provost's action shall be filed with the complaint letter in the Program Complaint File.

\* The Program Complaint File is kept on the premises of the School of Rehabilitation Sciences.

### Handling of Complaints Falling Outside of the Realm of Due Process:

Policies and procedures for handling complaints falling outside of the realm of due process, such as complaints from clinical education sites, employers of graduates, and the public are described here. Records of complaints about the program, including the nature of the complaint and the disposition of the complaint are maintained by the School of Rehabilitation Sciences (SRS).

Should a situation occur that would generate a complaint from a professional practice education site, employers of graduates, or the public in general, the SRS would take the following steps. The complaint must be submitted in writing to the MSAT Program Director and/or the Assistant Dean of the SRS and include:

- Name of the complainant (clinical education site, employer, or member of the public who initiated the complaint)
- Name of the respondent (individual whom the complaint is voiced against) and role in the incident (unprofessional behavior, inappropriate treatment of a client, or inappropriate verbal exchange between the respondent and other involved individuals).
- Date and location of incident.
- Detailed description of the incident, complete with the names of all individuals involved.
- Detailed description of any and all action immediately following the incident.

Upon receipt of the complaint, the Dean will take the following steps:

- Verbal contact with the complainant to address and ensure the appropriate action will be taken to address the incident.
- Establish a meeting with the respondent and an ad hoc committee of faculty and staff of the SRS designated by the MSAT Program Director and/or the Assistant Dean.

Careful assessment of the situation will be made requiring review of the respondent's scholastic endeavors, practices, and interaction with others. After judicious

review and assessment of the situation, the MSAT Program Director and/or Assistant Dean will respond in writing to the respondent outlining the corrective action(s) to be taken, as determined by the ad hoc committee. Correspondence with the complainant will take place if appropriate. Documentation of complaints and follow-up action will be kept on file for a period of three (3) years in the Assistant Dean's office.

### Complaints related to Academic Advisement or Academic Policies

Students who have complaints about academic advisement or other issues related to academic policies, procedures, or deadlines should contact the MSAT Program Director.

### Complaints related to a Specific Administrative Department

If the complaint involves a policy, procedure, or area of responsibility of a specific administrative department, it should be directed to the supervisor or manager of that department. In each instance of a departmental complaint, the appropriate individual will investigate the complaint, seek a solution, and report back to the student in writing within 10 school days. The department supervisor/manager will keep a record of the decision.

### Complaints concerning UIW Policies, Procedures, or Personnel

Students who have a general complaint regarding UIW policies, procedures, or personnel should contact the appropriate office.

## Criminal Background Checks and Drug Testing

All entry-level MSAT students will be required to submit to and receive an acceptable criminal background check as a condition of enrollment. The results must come from a company designated by the School of Rehabilitation Sciences. Students are expected to pay the costs associated with all background checks. Updated criminal background checks may be required for clinical education experiences. The Clinical Education Coordinator will notify the student if an updated background check is needed. Program enrollment and clinical facility placement are contingent upon completion and receipt of an acceptable criminal background investigation.

Acceptable student backgrounds for experiential education participation will be determined by the MSAT Program Director or Dean in consultation with the Clinical Education Coordinator. The investigational screenings will include, but may not be limited to, the following for every state and county of residence: criminal record, alias name, warrants, protection orders, residential history, social security number, abuse registry, sex offender registry, Office of the Inspector General (OIG) cumulative sanction report. A student with a significant criminal background or a current conviction may not be allowed to register for athletic training courses until the student receives a

declaratory order from the regulating board stating their eligibility for licensure or certification to practice.

Any circumstances which may lead to a change in criminal background status must be reported promptly to the Program Director or Clinical Coordinator. A second background screen may be required at the student's expense and a declaratory order from the regulating board stating their eligibility for licensure or certification to practice.

Some health care facilities require students to submit to and pass a drug test prior to participation in experiential activities at the facility. Students who do not complete or do not pass a drug test as required by these facilities will not be allowed to participate in experiential education activities at the facility, and may face sanctions, including possible dismissal from the program.

In addition, at any time during the student's time in the program, a student may be subject to mandatory drug testing if there is sufficient evidence to suggest the student may be under the influence of illegal/illicit substances. The student will be required to submit to a drug screening test at a laboratory chosen by the School of Rehabilitation Sciences. Students who fail a drug screening test must pass a follow-up drug screening test to continue in the program. Upon a second unsuccessful drug screening test at any point during the student's enrollment, the student will be dismissed from the Master of Science in Athletic Training program. Refusal to submit to a test will be equivalent to a failed test. Other violations of the UIW substance abuse policy will have disciplinary consequences up to and including dismissal. The student shall bear the financial cost associated with drug screen testing.

Confidential counseling for alcohol and other drug abuse issues is available to students and employees through Behavioral Health Services. Other referral resources may include assessment, individual counseling, referral, and case management through community agencies, sometimes for a fee which will be paid by the individual undergoing care.

## Course Evaluation

Part of learning to become a healthcare professional includes the ability to provide feedback in a timely and respectable manner. A course evaluation is a tool used by UIW to provide feedback on selected courses. Students are expected to provide feedback regarding their courses so that faculty can consider improvements to the course. Feedback should be provided in a manner that is respectful and constructive.

## Health Requirements/ Immunizations

In compliance with the Health Care Provider terms of TAC 97.64, applicants to the MSAT program are required to provide proof of the following immunizations prior to admission to the first clinical experiences course:

1. Hepatitis B titer showing immunity (may require a Hepatitis B Booster or repeated 3-dose series)
2. Measles-Mumps-Rubella (MMR 2-dose series)
3. Tetanus/Diphtheria/Pertussis (1-Dose Tdap within last 10 years)
4. Varicella (2-dose series, titer, or verified medical history of Chickenpox)
5. TB skin test or chest X-Ray (required at secondary admission to the program)
6. Influenza vaccine (required annually while in the program)  
\*If a student wishes to waive the influenza vaccine requirement, they must notify the clinical education coordinator and complete the appropriate waiver documentation.
7. Meningitis Vaccination - All students under the age of 22 are required to have a record of the Meningitis vaccination on file with the UIW Student Health office. The process to submit your meningitis vaccine can be found on the UIW Health Services webpage. The UIW Student Health Office will block from registration any student who does not provide proof of the meningitis vaccination if it is required.

For the protection of students and clients, the program follows the recommended immunization for healthcare professionals. If, for any medical reason, the student is unable to receive any immunizations, a physician's statement will be required. If a student suspects exposure to any blood-borne pathogen or TB, the program director is to be notified immediately and additional testing may be required. NOTE: Additional health requirements may be required by some clinical affiliations.

## Infection Control

The program complies with the OSHA procedures for blood borne pathogens (BBP) and sharps through annual training of students and clinical staff in the program. All students admitted in the program must complete training prior to clinical experience and complete annual training in universal precautions and infection control. The curriculum provides the student with information about correct policies, procedures and processes for handling bodily fluids and sharps, as well as provides information about barriers and personal protection equipment. As part of the training the student has the ability to practice skills related to infection control and wound care.

Clinical sites must be equipped with adequate hand-washing stations so students can wash hands before and after patient exposures; and sites must provide appropriate PPE for clinical students.

Any exposure to BBP (including needle-sticks) will be handled according to the University's Environmental Health, Safety, and Risk Management policies. Students with active, communicable skin diseases such as athlete's foot should let their classmates and professor know so that precautions may be taken (for example, gloves can be donned before contact). If pregnant or injured, the student needs to do the same.

## Oral and Written Communications

All students in the UIW MSAT SRS are expected to demonstrate a satisfactory command of English in oral and written work with accommodations if necessary. Candidates may be required to take special courses in writing as a condition of their continuance in graduate studies.

Professional graduate students are expected to develop and subsequently demonstrate effective oral and written communication skills. Hallmarks of effective writing at the graduate level include being organized, concise, error-free, and to always properly cite and reference any resource used. An MSAT student will be creating a variety of written products each semester. In addition to the quality of the content, the student will be evaluated on the quality of writing. All written work should be free of spelling, grammatical errors, and slang. Use peer-review for additional learning and refinement of writing.

These two e-books are available through the UIW library for your use.

Grammar book: Hult, C. A., (2020). The handy English grammar answer book. Credo Reference. [https://primo-tc-na01.hosted.exlibrisgroup.com/permalink/f/1ut4u6h/01INCARNATE\\_ALMA5168997920002031](https://primo-tc-na01.hosted.exlibrisgroup.com/permalink/f/1ut4u6h/01INCARNATE_ALMA5168997920002031)

Writer's guide: Michael. Hanna. (2019). How to write better medical papers (1st ed). [https://primo-tc-na01.hosted.exlibrisgroup.com/permalink/f/1ut4u6h/01INCARNATE\\_ALMA5160766190002031](https://primo-tc-na01.hosted.exlibrisgroup.com/permalink/f/1ut4u6h/01INCARNATE_ALMA5160766190002031)

Initially, faculty is forgiving of errors as you develop your writing skills. However, once corrected, the expectation is to incorporate the new knowledge into future writing. Additional assistance and free tutoring is available in the Writing and Learning Center located on the main UIW campus. More information on the Writing and Learning Center, including how to schedule an appointment can be found on their website.

## Potential Health Risk for Students

### Universal Precautions Policy and Recommendations

Athletic training education requires hands-on learning and safety. Students are expected to conduct themselves in a safe, respectful manner and to comply with the UIW policies on health risks to include immunizations, emergencies, and health and wellness. Students may be exposed to potentially dangerous materials.

The following policy was developed with the Athletic Training and medical staff at the University of the Incarnate Word based on current recommended practice with blood borne materials and infectious wastes. Universal Precautions require all staff members working in the athletic training room to treat all patients' blood and other potentially infectious material as though it was infected with HIV, HBV, or HBC or other blood borne pathogen. Universal precautions and infection control must be practiced at all times to minimize the chance of exposure to HIV, HBV, and HBC.

HIV, HBV, and HBC and other blood-borne pathogens can be present in the following bodily fluids: saliva, vaginal secretions, cerebrospinal fluid, synovial, pleural, peritoneal, pericardial, amniotic fluids and any other body fluid containing visible blood. HIV, HBV, and HBC can also be found in any tissue and/or organ, other than skin.

Universal Precaution Procedures include:

- Latex gloves represent the most common form of protection against contamination. The individual should wear gloves whenever there is a possibility of touching blood, body fluids, or membranes. This includes handling items or surfaces soiled with blood or bodily fluids. Gloves must be changed after contact with each person and disposed of in the appropriate biohazard container. Any cut, laceration, abrasion, or cracked/damaged skin present on the athletic trainer should be covered prior to treating an athlete.
- Hands and other skin surfaces should be washed and decontaminated immediately after contact with each athlete. Hands should be washed in soap and water for a period of 30 seconds. Disposable towelettes or instant hand sanitizing lotions should be used if access to soap and water is not immediately available. Hands should be washed as soon as access to soap and water if possible.
- Mucous areas should be rinsed immediately after an exposure occurs. The incident should be reported following proper documentation procedures.

- Personal Protective Equipment (gowns, masks, goggles) should be made available to that athletic training staff in the event of spattering or splashing of blood.
- Each athletic training kit should have a cardiopulmonary resuscitation mask with a one-way valve, gloves, disposable towelettes or instant hand sanitizer, and a red biohazards bag. These items should be inspected prior to practices or games and replaced if necessary.
- Sharp items (scalpels, needles) must be handled with extreme caution to prevent accidental injury or exposure. After use, these items should be placed in puncture resistant containers for proper disposal. Do not attempt to recap, bend, or break needles.
- Broken glass contaminated with blood or other potentially infectious material should be swept up with a dustpan and a broom. Gloves must be worn to minimize accidental injury. Do not attempt to pick up pieces with hands for disposal. Broken glass contaminated with blood should be disposed of in a sharps container.
- Individuals should not apply lip balm, cosmetics, and contact lenses in the athletic training facility.
- Food or beverages consumption is prohibited in all areas of the athletic training facility. Storage of food is not allowed in the ice machines, shelves, cabinets, or counter tops where potentially infectious material may be present.
- Accidental injuries or exposure to blood or other potentially infectious materials should be reported to the supervising athletic trainer immediately. All accidental exposure will be documented, reviewed, and are confidential.

The following environmental controls are also put in place for protection:

- Bio-hazardous wastes bags and containers that are damaged should be removed from the athletic training facility. Before disposal, bags must be sealed securely. An athletic training employee will be responsible for the disposal of bio-hazardous material.
- All work surfaces must be cleaned immediately after treatment of an athlete. An appropriate disinfectant should be used, including a 1:10 ratio of bleach to water or isopropyl alcohol.
- Disposable materials contaminated with blood or other bodily fluids should be handled with gloves and placed in the appropriate bag marked BIO-

HAZARD. Waste containers and bags should be present at all practices and games.

- Linens and towels with potentially infected material must be kept separate from regular laundry. These items should be placed in a red plastic bag and marked BIO-HAZARD.
- Whirlpools, if exposed to blood or other potentially infectious materials, must be drained and cleaned immediately after used and should be sterilized with an appropriate decontamination solution and rinsed. GLOVES MUST BE WORN.
- Floor spills should be covered with absorbent materials, using an appropriate disinfectant. The area should be mopped with a disinfectant, rinsed with clean water and disinfected again, if necessary.
- Modality equipment should be cleaned and sterilized if with blood or other potentially infectious material. Electrical pads, sound beads, wiring, etc. should be cleaned following the manufacturer instructions to prevent further exposure.
- Non-disposable sharps (such as tweezers, nail clippers) should be cleaned and scrubbed with warm water and soap and dried after contamination with blood or other potentially infectious materials (OPIM). These items should be sent to health services for sterilization.

### Accidental Exposure

Accidental exposure to blood or other possible infection materials should be reported to the supervising athletic trainer and the program director immediately. Information regarding the individual and nature of the incident is kept strictly confidential. This information must be kept on file for a thirty (30) year period. Arrangements will be made for appropriate testing and treatment through either the head athletic trainer or program director.

Planned procedure includes the following:

- Wash exposed area thoroughly
- Report incident to clinical preceptor in addition to the clinical coordinator
- In the event that an incident includes open wound exposure to fluids or sharps contact, the individual should seek medical care (within 2 hours) at the nearest emergency room setting.
- ER will complete lab work and start prophylactic anti-viral medications

- Students should utilize medical insurance and/or occupational needle stick insurance during an accidental exposure
- Student should complete the accidental exposure form with the program and follow-up the risk management office: UIW Exposure Control Plan

### Clinical Site Requirements and Practice

All clinical sites follow OSHA mandates of healthcare settings with regards to infection control and wound care. Clinical sites must be equipped with adequate hand-washing stations so students can wash hands before and after patient exposures; and sites must provide appropriate PPE for clinical students. The clinical coordinator verifies the availability and use of personal protection equipment, wound care supplies, and biohazard disposal equipment as part of the regular visits to the clinical sites.

Students should identify and verify the location of materials used in wound care and exposure of hazardous materials. The student should be aware of cleaning methods, exposure control and disposal of waste.

#### *Communicable Disease and Illness Policy*

The purpose of the policy is to protect the health and safety of all involved parties including the clinical education student, the client, clinical preceptor, and other staff. The following is the policy and plan related to communicable diseases and illness for the program.

The program recognizes the importance of minimizing the exposure of athletes or patients in a clinical setting to communicable diseases as stated in Guideline for Infection Control in Health Care Personnel, CDC Personnel Health Guideline 1998:26(3). Therefore, it is recommended the athletic training students not report to their clinical site if they have active signs or symptoms of a communicable disease.

Athletic training students are to immediately notify their clinical preceptor and the clinical coordinator of their health status and estimate how long they will need to be absent from their clinical assignment. It is the option of the athletic training student whether or not to seek medical attention when they have symptoms of a communicable disease, but seeking medical attention is strongly recommended. Students have access to care at UIW Health Services or may use their personal provider. Students who contract a communicable disease are required to obey prescribed guidelines and recommendations of their attending provider.

Students may not participate in clinical field experiences during the time they are affected by the communicable disease and shall not return to clinical participation until allowed by the attending provider. If a clinical preceptor feels that student is missing an

inordinate amount of time due to adherence to the communicable disease policy, the clinical preceptor should contact the clinical coordinator to discuss the issue.

### Clinical Site Equipment Policy

Clinical sites that have therapeutic and rehabilitative equipment should ensure they follow at manufacturer's recommendations as well as the federal, state, and local ordinances regarding special equipment calibrations and maintenance.

The program requires that all clinical sites provide the program with a copy of the electrical safety check and calibrations for the electrical therapeutic modalities used at the clinical site. This documentation should be signed and dated by the qualified technician for every modality used for client care.

### Emergency Action Plan and Equipment

The program requires that all clinical sites provide the program with a copy of the emergency action plan (EAP) used at the clinical site. Programs are required to update the program as the EAP changes. The program requires the student to review the EAP and discuss the plan prior to the placement at the clinical site. Each site is responsible for posted EAP in case of an emergency.

The program also requires the student and preceptor to discuss location of emergency equipment at the start of the clinical field experience and recommends that students familiarize themselves and practice with the equipment onsite.

### Biohazard Supplies and Equipment

The program requires that all clinical sites provide appropriate biohazard supplies and equipment.

The program also requires the student and preceptor to discuss location and procedures of use at the start of the clinical field experience and recommends that students familiarize themselves and practice with the equipment onsite.

### Professional Liability, Health Insurance and Needlestick Coverage

Students involved in clinical field experiences are required to be covered by liability insurance and maintain proof of health insurance as well as needlestick insurance. The liability insurance fee will be included in the athletic training course fees. The University offers limited health insurance and needlestick coverage.

### Programmatic Extracurricular Activities

Learning experiences extend beyond the classroom and students may be required to participate in off-campus events within the community as part of their

learning experiences. Intentional pauses in the normal classroom routine may be used to facilitate such endeavors. Participation is expected. Unless otherwise specified, students are responsible for their own transportation.

## Student and Faculty Grievance Procedure

A student may submit a grievance in writing to the MSAT Program Director indicating a full description of the grievance, names, times, places, and any evidence that is relevant to the incident. The MSAT Program Director will respond initially within 3 business days. Further time may be required to investigate and determine next steps with other faculty, staff, or administration. Students may also notify the Dean of the SRS if the grievance is not handled to the satisfaction of the student. A professional manner of handling of any grievance is required in dealing with issues internally by starting with the MSAT department program director, secondarily with the SRS Dean, and rarely at the University level, Provost office for Health Professions.

## Scope of Student Practice

Athletic training students must be supervised by a credentialed athletic trainer or physician as per state law and CAATE standards. Students must follow all program policies found within the program handbook. Students that work outside the scope of athletic training student are bound by the policy related to first responder role identified by the program if it is within the guidelines of the state law. Students acting outside both are in contempt with the state licensure practice act and such findings could warrant administrative action including removal from the program.

## Student Employment

The Athletic Training Program does not hire or pay students for their work as an athletic training student.

Due to the time commitment in the clinical aspects of the program, students are encouraged not to seek outside employment. The faculty and staff do acknowledge and understand the burden of the expense of a private school education, but it is the belief that the students' education and development as an athletic trainer is the most important concern for the program. If needed, the student may seek limited employment as long as the student's outside work schedule does not interfere with their responsibilities in the program.

Students should expect to average 15-25 hours in their clinical site each week. If a student should seek to find external employment, they should find a job that will allow them to plan and change their schedule. During the immersive experience, outside employment is strongly discouraged. Absences from an immersive experience due to employment is prohibited; students should plan accordingly.

Clinical preceptors are encouraged to provide the students with a monthly schedule, so that the student can plan ahead. Students should also understand that schedules could change at any moment due to weather, scheduling conflicts and unforeseen circumstances.

Students are encouraged to apply for School of Rehabilitation Sciences (SRS) student employment opportunities when available. Positions such as research assistants, admissions/recruiting assistants, peer tutors, library aides, and other student worker roles may be offered throughout the academic year.

## Tuition, Fees and Expected Costs

Student tuition and fees are posted annually on the UIW website and are updated prior to the next fiscal year. Administration and faculty are committed to controlling the costs of tuition and fees to benefit the students. Students can help by minimizing supply waste and equipment damage or loss.

Along with university tuition, athletic training students are required to pay course and clinical fees each semester to cover the costs of attaining or maintaining memberships in professional organizations, clinical clothing, and materials/books for the program. It is also the student's responsibility to maintain certifications annual immunizations. Students are also responsible for travel to and from the clinical site. During the final year, the student is expected to pay fees to the Board of Certification and State of Texas (if applicable) for credentialing and examinations. It is also the student's responsibility to provide additional non-logo uniform required items.

Student Projected costs:

- Seat deposit: \$250 (one time only), \$200 applied to the student's tuition
- MSAT textbook costs (vary by course)
- Institutional Student Fees: \$50/semester
- Annual immunization cost: Varies per insurance coverage, but estimated costs are:
  - Flu shot \$35
  - Hep B - \$75
  - MMR - \$95
  - Tdap - \$54
  - Varicella - \$150
  - Tetanus - \$30
  - TB testing - \$50
- Travel costs associated with clinical travel (to and from clinical site, i.e. gas)

*Additional costs in semester before or as of graduation*

- BOC Board Examination: Application (\$75) and Exam (\$375)

- Texas Licensure Jurisprudence Exam: (semester before or of graduation) \$35
- Immersive Clinical (travel/living expenses), depending on location

## Use and Maintenance of Equipment

All students, faculty and staff are required to properly use and maintain equipment in the seminar hall, laboratories, lounge, and other spaces within the School. The SRS staff will perform regular checks of equipment to include mechanical and electrical equipment. Each person is responsible, however, to report any equipment that needs repair to the MSAT Program Director's office as soon as possible to avoid injury. If equipment needs repair, a sign should be placed on the equipment that denotes "out of order – do not use" for the safety of all concerned. Electrical equipment will be inspected yearly by a licensed professional. Equipment is for educational purposes and not used for personal use.

## Part VIII: Non-Academic Policies

### Adverse Weather Warnings and Class Cancellation

The safety of UIW faculty, staff and students has first priority during an adverse weather event. Adverse weather is defined as any weather conditions that would make it necessary to delay or suspend classes and services. When an adverse weather event occurs in San Antonio, students should follow instructions provided by the university. If the university is open and classes are in session, the student should report to their clinical field experience. If there is a question regarding this, the individual should contact the preceptor and the clinical education coordinator.

If a student is unable to travel safely to class secondary to adverse weather conditions, it is the student's responsibility to contact the course instructor. The student will be held accountable for all class material presented that day. As professional behavior is always expected, failure to contact the course instructor may result in punitive consequences in that class.

### Alcohol and Drug Policy

The School of Rehabilitation Sciences subscribes to the alcohol and drug policy found in the UIW Code of Conduct of the UIW Student Handbook. Please note that the School of Rehabilitation Sciences has a **ZERO tolerance** for the consumption of alcohol in the School whether during normal School and Clinic hours or after hours during personal or group study, lab, or social activities. Students found under the influence or with an open container of alcohol will face disciplinary actions.

Like most employment policies, the use of any alcohol and tobacco while on duty is not permitted. Due to the nature of the setting and safety of participants, the athletic training student must have all traces of alcohol out of their system while in clinical. If a student uses alcohol, it should be in moderation and the student should not consume alcohol 12 hours before their shift starts. If an athletic training student shows up to their assignment under the influence of alcohol, they will face immediate suspension and disciplinary action by the Program Director.

The use of illegal drugs is prohibited. If an athletic training student shows up to their assignment under the influence of illegal drugs, they will face immediate suspension and disciplinary action by the clinical preceptor and program director. Students may be subjected to drug screening randomly or as a result of suspected drug use.

Students that misuse or abuse alcohol or drugs will be required to attend educational or counseling sessions as part of the disciplinary action and reinstatement in the athletic training program.

More information about UIW Health Service Programs promoting responsible drinking can be found at <http://www.uiw.edu/health/hprograms.html>

## Animals on Campus Policy

Domesticated pets (dogs, cats, birds, other pets, etc.) are not permitted inside the School of Rehabilitation Sciences except for those animals that are specifically exempted by this policy.

Service animals are permitted to be on the university campus. A service animal is any dog individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability and meets the definition of “service animal” under Americans with Disabilities Act (“ADA”) regulations at 28 CFR 35.104. The work or tasks performed must be directly related to the individual’s disability. Animals may be brought into the School of Rehabilitation Sciences for educational or programming purposes as approved in advance by the Dean or Dean’s designee.

## Children on Campus Policy

The School of Rehabilitation Sciences subscribes to the Children on Campus policy found in the UIW Student Handbook. The following is a condensed portion of this policy. To see the full policy, please refer to the UIW Student Handbook.

The University of the Incarnate Word (UIW) celebrates the presence of children in the lives of our large campus family and UIW is committed to ensuring the health, safety, and well-being of children. For reasons that include safety of children, and assuring professional efficient performance of academic pursuits, operations and services, the university has implemented this policy. This policy addresses health and safety matters relating to children on all premises owned and/or operated by the University of the Incarnate Word. The policy applies to all students, visitors, vendors, guests, and volunteers on all campus locations. For purposes of this policy, a child is defined as a person under the age of 18.

Rules regarding children:

- As a matter of safety, children, while on campus, are to be attended to at all times by the person responsible for the care of the child.

- The university does NOT accommodate nor allow children in classrooms during class. However, faculty may allow short, non-routine classroom attendance by a child when accompanied by the parent/guardian. The presence of the child must not compromise classroom safety or the conduct of the class. This must be a rare circumstance that should not occur more than once a semester and not longer than 30 minutes.
- Children are not permitted in any campus facility where obvious danger is present including, but not limited to, laboratories, maintenance areas, kitchens, or food prep areas, recording and music studios.

## Emergency Procedures

To ensure the safety of the students, faculty and visitors, the University of the Incarnate Word has established an Emergency Response Guide which can be accessed at:

<https://my.uiw.edu/safety/emergencies.html> A copy of the Emergency Response Guide can be found in each classroom and lab, as well as the offices of staff and faculty. This Guide outlines basic emergency procedures as well as telephone numbers for serious emergencies. The labs also contain first aid kits, stethoscopes and blood pressure cuffs. If a serious or life-threatening injury or illness occurs while on the campus, staff and faculty are directed to call 911. AEDs are located in the Clinic, by the Library and on the second floor by the elevator.

If a serious or life-threatening injury or illness occurs while a student is in an off-campus educational experience, the student should follow the emergency procedures of the faculty or if none are available, the student should activate EMS. Students are responsible for any cost of emergency care provided.

## Harassment

Students who believe that they have been subjected to harassment or treated in a way that violates UIW's anti-harassment policy in any form other than as described in the Title IX Policy as shown below, (i.e., harassment related to an individual's race, color, religion, national origin, citizenship status, or disability) by another student, a UIW employee, a contractor, or a visitor to the campus, should immediately report the alleged harassment to the Dean unless the alleged action involves the Dean in which case the report should be made to the Provost.

## Smoking, Vaping and Tobacco Usage

The School of Rehabilitation Sciences adheres to the UIW policy on smoking (including electronic smoking devices) and the use of tobacco products which can be

found at <http://www.uiw.edu/safety/smoking-policy.html>. A summary of the policy is found below

Smoking and the use of tobacco products shall not be permitted on UIW campuses in any enclosed place, including, but not limited to, all offices, classrooms, hallways, waiting rooms, restrooms, meeting rooms, community areas, performance venues and private residential space housing. Smoking and the use of tobacco products shall also be prohibited outdoors on all campus property, including, but not limited to, parking lots, sidewalks, paths, fields, sports/recreational areas, and stadiums, as well as in all personal vehicles while on campus. This policy applies to all students, faculty, staff, and other persons on campus, regardless of the purpose for their visit.

## Social Media Policy

This policy applies to all University of the Incarnate Word (UIW) students and employees who use social media in either a professional or a personal capacity. Employees include faculty, staff, and administrators, including those employed in an adjunct, part-time, or temporary capacity. Professional use includes contributing to UIW-sponsored or other social media sites while representing UIW in an official capacity. Personal use refers to employees or students who use social media as part of their personal life.

The purpose of this policy is to provide guidelines for the responsible use of social media resources. These resources include, but are not limited to Facebook, YouTube, X (Twitter), Flickr, Blogs, Wikis, and LinkedIn.

UIW encourages the use of social media by university offices, faculty, and students to enhance our local, national, and global reputation and our connection with current and future students, parents, alumni, donors, and other key constituencies. When used responsibly, social media sites provide an effective way to promote the university and to share information and perspective across a broad range of topics.

All UIW-sponsored social media sites must be approved and registered with the university's Chief Information Officer in the Office of Information Technology. All UIW-sponsored social media sites must include the names and contact information of at least two (2) site administrators. Social media sites affiliated with a student organization should register a site sponsor through the Dean of Campus Life. Sites representing UIW may be reviewed and amended for content.

## Guidelines for the Responsible Use of Social Media in a PROFESSIONAL Capacity

UIW students or employees who manage or post to UIW-sponsored social media sites should:

- Exercise good judgment. Protect and enhance the value of UIW's mission by avoiding comments, photos, videos or images that could be interpreted or perceived as slurs, demeaning, inflammatory, unduly suggestive, inappropriate or otherwise contrary to the university's Mission.
- Protect confidential information and relationships. Do not post confidential, proprietary or controversial information about the university, its students, alumni or employees. Respect copyright and fair use laws by obtaining proper permissions and giving appropriate credit for work. Follow university policies and federal regulations, such as FERPA, HIPAA, and PHI.
- If employed by UIW, use social media sites during working hours only if you have a business-related need to do so and your supervisor has approved.
- Be authentic. State that you work at UIW, include your name and title. Transparency is critical in the social media environment.
- Stick to your area of expertise and provide unique, individual perspectives on non-confidential activities at UIW. If you have a vested interest in what you are discussing, be the first to say so; it adds to your credibility.
  - Use official UIW logos only as specified in the university style guide.
  - Consider the public nature and longevity of comments before posting.
- Keep sites current by refreshing content regularly, responding to questions in a timely manner, and updating information.

## Guidelines for the Responsible Use of Social Media in a PERSONAL Capacity

When using social media sites in a personal capacity, employees and students should:

- Maintain clear lines between professional and personal social media activities.
- Avoid using the university's name to promote or endorse any product, cause, religious view, political party, candidate, etc.
- Avoid using the university's name in connection with comments, photos, videos or images that could be interpreted or perceived as slurs, demeaning, inflammatory, illegal, unduly suggestive, sexual innuendo, inappropriate or otherwise contrary to the university's Mission.
- Remember that libel laws are in effect even when your social media accounts are set to "private."

- Refrain from posting content such as images or medical records that represent a breach of confidentiality.
- Maintain appropriate boundaries. (For example, health professionals should not “friend” patients on their personal sites.)
- Be advised that personal information can be used to perpetrate identity theft which can compromise the security of students, employees, and the institution.
- When in doubt, don’t post.

## Reporting Concerns

The University of the Incarnate Word encourages the use of social media. However, persons with concerns about content posted on UIW-sponsored social media sites may direct their comments to UIW’s Human Resources department.

## Discipline for Violations

Any use of social media that threatens the safety of UIW constituencies, exhibits a lack of moral character, and/or is unlawful or a violation of University policy, may result in disciplinary action, up to and including dismissal. The University investigates and responds to all reported concerns about social media use or content. Please be aware that you may be held responsible for any personal legal liability imposed for any published content.

## Title IX

University of the Incarnate Word (UIW) is committed to establishing a work, educational and living environment for all community members that is free from sex discrimination and emphasizes the dignity and worth of every member of our community. In accordance with state and federal laws, UIW has put in place policies and procedures to address complaints of sex discrimination, including sexual misconduct. For more information about the specific conduct that is prohibited, please go to [www.uiw.edu/titleix](http://www.uiw.edu/titleix) to review the Sexual Misconduct Policy and related procedures.

UIW takes all allegations seriously and is committed to providing information, education, resources, support, and clear direction to UIW community members to prevent and address sex discrimination. The Title IX Coordinator is charged with the responsibility of coordinating University of the Incarnate Word’s efforts to comply with its obligations under Title IX and other laws, including addressing complaints, coordinating investigations, and providing appropriate interim and supportive measures. The University requires all University

employees to promptly report any information they witness or receive regarding allegations of Sexual Misconduct.

To report a complaint or incident of that nature, please go to [www.uiw.edu/titleix](http://www.uiw.edu/titleix) and click on the “Report an Incident” button or contact:

Matthew Carpenter  
Director of Title IX (Title IX Coordinator)  
University of the Incarnate Word  
Broadway Campus  
Administration Building, Room 62  
(210) 832-2105

[macarpen@uiwtx.edu](mailto:macarpen@uiwtx.edu)

### Visitors on Campus Policy

Visitors are welcomed to the SRS campus. They first must be authorized by the Dean’s Office and sign in with Security upon arrival. They will be issued a Visitor’s tag. Non-authorized visitors will not be allowed into the School.

### Weapons Policy

The School of Rehabilitation Sciences follows the university’s policy regarding weapons on campus. For more information see [UIW Weapons Policy](#).

## Part IX: Privacy and Confidentiality

### Student Educational Records

Educational records are those records directly related to a student for the purpose of recording the educational endeavor of the student. They do not include law enforcement records, employment records, medical records, alumni records, or faculty advisor/instructor notes. Educational records may be stored in many mediums and are not limited to an individual file. Examples of records kept include academic records, administrative records/forms, professional behavior/conduct records, and clinical field experience records. Students are encouraged to keep a copy of their clinical field experience for their own records.

Upon matriculation, all students are charged a one-time records fee to cover administrative costs associated with the creation and maintenance of the student record. After payment of this fee, transcripts are issued to students according to the Registrar's policy.

The University of the Incarnate Word maintains educational records for all current and former students who are officially enrolled. Student records at the University are subject to the provisions of the Family Educational Rights and Privacy Act of 1974, as amended. Students have the right to file a complaint with the U.S. Department of Education concerning compliance issues. The name and address of the appropriate office is:

*Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue SW  
Washington, DC 20202-4605*

Students have the right to inspect and review their educational record. All requests must be in writing to the Registrar and you must identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the students of the time and place where the records may be inspected. If the University official to whom the request was submitted does not maintain the records, that official shall advise the student of the correct official to whom the request should be addressed. The response from the University official will be within 45 days of the receipt of the request for access.

The student may request an amendment to the educational record if they believe it is inaccurate or misleading. The amendment of the educational record does not

pertain to the grade assigned by the faculty. The student should write to the Registrar to request the amendment. The request must clearly identify the portion of the record he/she wants changed, specifying why it is inaccurate or misleading. If the University does not amend the record as requested, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

## Directory Information and Student Confidentiality

The University of the Incarnate Word will not disclose any personally identifiable information about students (except directory information listed below) without the written consent of the student. Directory information at the University of the Incarnate Word has been identified as:

1. Student's name
2. Participation in officially recognized activities and sports
3. Address
4. Telephone listing
5. Weight and height of members of athletic teams
6. Electronic mail address
7. Photograph
8. Degrees, honors, and awards received
9. Date and place of birth
10. Major field of study
11. Dates of attendance
12. Grade level
13. The most recent educational agency or institution attended

Each student has the right to restrict the release of any or all of this information by submitting a written request to the Registrar's Office. School officials with legitimate educational interests may have access to educational records, without the students' consent, if the record is needed in order to fulfil his or her professional responsibilities. School officials are identified as: a person employed by the University in an administrative, supervisory, academic, or research, or support staff position, a person or company with whom the University has contracted, a person serving on the Board of Trustees, or a student serving on an official committee, or assisting another school official in performing his or her tasks.

## Health Insurance Portability and Accountability Act (HIPAA; PL 104-191)

As a student at the University of the Incarnate Word, you have a legal and ethical responsibility to safeguard the privacy of all patients and protect confidentiality and security of all health information. Students should remember that any information about a patient's medical condition or treatment that they may acquire in clinics, locker rooms, physician's offices, or otherwise is considered confidential. Protecting the confidentiality of patient information means protecting it from unauthorized use or disclosure in any format including: oral/verbal, fax, written, or electronic/computer.

Patient confidentiality is a central obligation of patient care. The professional rapport the student establishes with patients, athletes, coaches, physicians and other support personnel is jeopardized by the lack of discretion and violation of this ethical conduct. Students should refrain from discussing injuries or issues with other students and anyone other than the patient and preceptor. Any breaches in patient confidentiality or privacy may result in disciplinary action, up to and including dismissal from the educational program.

The program ensures student compliance of HIPAA and other confidentiality issues through annually training of students and staff in the program. All students admitted in the program do annual training on current practice and application in the athletic training and general medical settings.

## Part X: Student Support Services and Resources

### Academic Support Services

An Academic Success Counselor is available within the SRS to provide guidance and resources related to academic success strategies. Additional resources include a Peer Tutoring program and workshops related to success strategies.

Students who are identified as “at risk” due to academic or non-academic issues will be asked to meet with the Academic Counselor and/or their academic advisor to develop strategies for overcoming the at-risk behaviors.

### Awards and Recognition

An annual award ceremony is held to celebrate and recognize outstanding achievement by students in the Master of Science in Athletic Training program. Awards presented include the following:

**Academic Achievement Award** – This award recognizes a student from the graduating class who not only achieves a high standard of academic excellence but also demonstrates strong leadership and service to the program and their profession. The recipient of this award is selected by the Program Director with input from faculty.

**Cardinal Award** – This award is given to one student in each cohort who demonstrates motivational leadership impacting their academic, professional, or community environments. Leadership qualities include initiative, diligence, integrity, and confidence as well as living out the mission and values of the program and university. Students are nominated by their peers.

**Developing Clinician Award** – This award is given to a student in each cohort who demonstrates excellent progress towards becoming a skilled and competent athletic trainer. The student must demonstrate knowledge of skills and practice of such in the clinical setting at a level at or beyond what is expected based on the student’s learning at the time of the clinical experience, practiced appropriate and empathetic interaction with patients/clients, and accepted feedback in a positive manner with the intent of improving his or her performance and knowledge. Students are nominated by clinical instructors.

## Behavioral Health Services

Professional counselors and doctoral interns are available by appointment at the Behavioral Health Office located at the main campus and at the SRS campus. Counseling services are free and confidential. Students can discuss a variety of concerns including anxiety, relationships, stress management and more.

## Disability Services

The University is committed to providing a supportive, challenging, diverse, and integrated environment for all students. In accordance with Section 504 of the Rehabilitation Act—Subpart E and Title III of the Americans with Disabilities Act (ADA), the University ensures accessibility to its programs, services and activities for qualified students with documented disabilities. For more information contact the Student Disability Services Office.

## Facilities

The SRS boasts a state-of-the-art facility which houses classrooms, lab space, and small group rooms designed to promote a positive learning environment. In addition, students enjoy the use of a student lounge, locker facilities and a Mindful Moments room designed for quiet meditation and faith services. An on-site library provides electronic and print resources along with available study space. A full-time librarian and technology support staff members are available on premises to assist students.

## Letters of Recommendation or Reference

The administration of the Athletic Training Education Program has the following philosophy regarding letters of recommendation (LOR) or reference letters for students associated with the program. Students wanting the program director, clinical coordinator, or program faculty to write a letter of recommendation should request in writing specifically to whom the LOR is to be sent, for what the LOR is for, LOR guidelines, and the information that the student is releasing to be in the letter. A copy of a current resume is required. The guidelines and specifications are listed below:

1. Recommendation for a scholarship/grant:
  - Student must be admitted and enrolled in the program
  - Student must have professional demeanor determined by personal interactions in the program as well as favorable clinical evaluations.
2. Recommendation for further graduate school or other academic endeavor:
  - Student must be admitted, enrolled, or be a graduate of the program

- Student must have professional demeanor determined by personal interactions in the program as well as favorable clinical evaluations
  - Student must maintain a cumulative 3.0 GPA
3. Recommendation for a job or residency program:
- Student must be on track with BOC and state licensure requirements.
  - Student must have professional demeanor determined by personal interactions in the program as well as favorable clinical evaluations
  - Student must have showed genuine interest in their education

This policy is only for the MSAT administration. The staff athletic trainers at the various clinical sites have their own policies and procedures in regards to letters of recommendation and letters of reference.

## Mediation Services

Mediation is a process that attempts to establish communication between people having disputes and assists them in finding a mutually acceptable solution. The end result of successful mediation is that there are neither winners nor losers, but rather, generally satisfied individuals who have arrived at an agreement which resolves their dispute as they define it. Mediation is a confidential process. The agreements made by the parties involved are non-binding. UIW offers a mediation program designed to assist all members of the UIW community to resolve problems and disputes. Anyone may initiate mediation. To initiate mediation, contact the Assistant Dean for Academic Success and Student Affairs or the Counseling Center at (210) 829-3129.

## Office Supplies and Equipment

Office supplies and equipment to be used by students will be located in the library and student lounge. Staplers, 3-hole punches, and a copy machine will be provided for the students' use. Students are to provide their own pens, pencils, and paper for taking notes and exams.

Students are responsible for paying for their own copying/printing (not including scanning).

## Student Organizations

MSAT students are encouraged to develop student organizations and clubs. Students who wish to form a special interest organization can make a request through the Office of Academic Success and Student Affairs. Class organizations and special interest groups are required to follow university policies related to financial matters and events.

## Transcript Requests

Students may obtain a transcript of academic records from the Registrar's Office after initiating a request through that office. The University reserves the right to withhold transcripts for those students who have not met all conditions for admission or who have outstanding financial obligations.

The normal turn-around time for responding to transcript requests is three-to-five days. However, during peak periods, such as the end of the semester or during registration, response to transcript requests may take longer. There is a small fee for the transcript. A same-day service fee may be applied. Same-day service may not be available during peak periods.

The University will not provide copies of transcripts or test scores received from other institutions. Students should apply to the original institution for official copies of that work. Official documents submitted to the University of the Incarnate Word become the property of the University and cannot be returned.

## Part XI: Clinical Education Expectations and Policies

Clinical education is designed to provide the student with an opportunity to study and apply their knowledge and skills under the direction of a supervised practical field experience. The Athletic Training Education Program at the University of the Incarnate Word requires each student to complete a minimum of 1200 hours of clinical field experience spread out over four semesters. The program uses clinical field experience courses to provide course credit to clinical field experiences. Students must be officially enrolled in a clinical field experience or internship course to actively participate in the clinical education.

The clinical experience component is designed to provide the student with a variety of settings for directed practice of the competencies and proficiencies learned in the athletic training curriculum. The program provides the student the opportunity to experience a variety of different populations including genders, age, varying levels of risk, protective equipment, and medical experiences. Throughout the clinical component of the program, students are expected to observe the certified athletic trainer and are allowed to perform skills in which they have been determined proficient by the athletic training faculty in the didactic portion of the program. The concept of the program is for the student to be led and directly supervised through their clinical experiences in order to develop a strong foundational knowledge and then to build on that foundation. The clinical preceptor is key for providing the student with hands on experience and sharing practical information about the athletic training profession. The student should consider the clinical experience courses as lab time to practice the skills developed in the theory classes.

### Clinical Readiness and Participation Requirements

Prior to participating in any clinical education experiences, students must demonstrate readiness for clinical placement. Readiness is defined by successful completion of required didactic and laboratory coursework, demonstrated competence in relevant clinical skills, and compliance with all program and clinical site requirements.

Students must:

- Perform only those skills for which they have received formal instruction and have been evaluated as competent
- Meet and maintain the program's Technical Standards (see appendix B) throughout clinical enrollment
- Complete and maintain all required administrative and health documentation, including but not limited to immunizations, physical examination, background checks, and current CPR certification

Failure to meet these requirements will result in delay or removal from clinical education experiences until compliance is achieved.

Students must be able to meet the program's Technical Standards, with or without reasonable accommodation, to participate in clinical education. In the event of surgery or significant injury/illness that may impact a student's ability to safely perform clinical responsibilities, the student must notify the Clinical Education Coordinator (CEC). The program may temporarily remove or restrict a student from clinical education if they are unable to meet Technical Standards or if participation poses a safety risk. To return to clinical participation, the student must provide written medical clearance from a licensed healthcare provider indicating their ability to resume clinical activities, with or without restrictions. The CEC will determine whether the student may return fully, with modifications, or must remain out of clinical education. Missed clinical time may result in a delay in graduation.

## Clinical Proficiency

There are numerous competencies and clinical proficiencies that the student will master and demonstrate during their matriculation in the program. Students should only perform skills that they have been formally instructed, assessed and mastered during the program. Students should refrain from performing skills outside their knowledge base due to the ability to injure or cause further harm if done improperly.

## Clinical Hour Requirement

Students are expected to actively participate in a minimum of 15 hours of clinical field experience each week. Students are expected to be available outside of class time for their clinical assignments, including weekends. When the university is on break (official holidays, winter break, spring break, etc.) the student should work out a schedule with their clinical site. This may be modified by the clinical coordinator and preceptor in some unique situations. The student must also be given off one day during the academic week, except during their immersive experience. The program will use Monday thru Sunday as the academic week. If students are consistently outside the clinical hour expectations, the clinical coordinator will intervene with the student and/or clinical preceptor. Adjustments to clinical schedules will be made.

The student and preceptors should establish a schedule formulated around the student's class schedule, travel schedule and approved extracurricular activities. The student should be aware that evenings, weekends and some preseasons outside the traditional school year will be sacrificed to ensure they gain the required experience.

Students are expected to complete the majority of their clinical hours at their assigned clinical site and under the supervision of their assigned preceptors. With prior approval from the CEC, students may earn supplemental clinical hours with MSAT faculty or other affiliated preceptors. Supplemental hours are limited to 50 hours per semester, with the remaining hours contributing toward the 300-hour requirement to be completed at the assigned clinical site. Clinical course time (and associated interprofessional activities) may be logged as supplemental hours.

Interprofessional experiences (IPE) are an important component of athletic trainer development. Each semester, students will be assigned IPE hours that count toward the 300-hour requirement. IPE hours may be obtained at clinical sites through activities such as physician visits, pre-participation physicals, and PT/OT sessions. If IPE exposure is limited at a student's clinical site, the Clinical Education Coordinator (CEC) will assist in identifying additional opportunities. IPE hours cannot be claimed for non-clinical classroom activities.

## Prior Professional Credentialing and Clinical Education Policy

Students enrolled in the MSAT program are completing an entry-level professional degree and are expected to meet all clinical education requirements as structured by the program.

Applicants or enrolled students who:

- Hold an athletic training license (LAT) in the state of Texas, and/or
- Are licensed healthcare professionals (e.g., physical therapists)

will not be permitted to count prior or concurrent professional practice hours toward MSAT clinical education requirements.

All students, regardless of prior certification, licensure, or clinical experience:

- Must complete all required clinical education hours as assigned by the program
- Must participate in clinical experiences under the supervision and evaluation of approved MSAT preceptors
- Will be held to the same scope of practice, supervision standards, and progression expectations as all other entry-level athletic training students

Students may not function independently or in the capacity of a licensed provider while participating in clinical education experiences associated with the MSAT program.

## Clinical Attendance Policy

Students are expected to be punctual and attend all required sessions in their clinical aspect of the program as assigned by the preceptor of their assigned site. Students are expected to communicate their class schedule and any external possible

conflicts. It is the responsibility of the student to get this information in writing to their preceptor at the beginning of the rotation. The preceptor will set the assigned times for the students. Any conflicts or issues should be discussed as soon as possible with the preceptor. In the event that the student does not receive a satisfactory response, they may discuss the issue with the clinical coordinator.

Sudden conflicts, illnesses, or emergencies do occur, albeit rare. If a sudden conflict arises, the student must notify the preceptor immediately via phone or in person. Only in the most extreme conditions (e.g., death in the immediate family, hospitalization) can this notification be delayed. Interference due to outside employment is not a valid reason for attendance or punctuality problems at your clinical assignment.

## Travel to Clinical Field Experiences

Students are responsible for their own transportation to and from all clinical sites. While most clinical experiences are scheduled during the day and on weekdays, students also must be prepared to attend evening or weekend clinical experiences. If a student selects an immersive clinical site outside of the San Antonio area, all travel expenses are the responsibility of the student.

## Student Travel Policy

Athletic training students may have the opportunity to travel with the team during their clinical site placements. This is determined by the clinical site administration and the clinical preceptor. Liability of student travel with is determined by the administration of the clinical site normally based on the recommendation of their legal counsel.

All athletic training students are strongly encouraged to maintain their own auto insurance policy as each student will be individually responsible for his/her transportation to and from the field experience site. The program is not liable for any misfortune that may occur to the student or the student's vehicle while traveling to and from the field experience site.

Students assigned to UIW athletics should not transport a patient to an appointment, the emergency room, athletic event, or other related affair using their own personal vehicle. In addition, students shall not use their personal vehicles for equipment or running errands for their clinical preceptors.

Athletic training students must follow the requirements of the clinical site, UIW student handbook, program handbook, and expectations of the travel party if they travel with athletic teams. The student should remain with travel party at all times unless dictated by the clinical preceptor and should act within the standards of a professional.

## Start and End Dates of Clinical Field Experiences

Athletic Training Education is unique to a traditional university setting. Due to timing of realistic and valuable experiences, students are required to start clinical field experiences before the regular start date of the semester and expect to end later than the regular end date of the semester. The start of the fall semester for clinical field experience will annually start on August 1 and extend to December 31 of the year. The spring semester will go from January 1 through the end of May. Students should plan accordingly. Students are expected to meet with the clinical preceptor to establish a schedule prior to making plans for starting clinical field experience, ending clinical field experience, and planning for holidays and/or special events. This is a part of the professional preparation of the student and is thought of as an expectation for progression in the program.

## Clinical Education Documentation

The program administration requires that all students record their clinical hours on a daily basis. The student is responsible for documenting the appropriate time. Students can submit one hour for travel time to away contests that the student attends, as this is sufficient to cover pre-game preparations. All hours should be approved by the preceptor assigned to the student. Falsification of hours is an academic dishonesty issue and will be dealt through the academic dishonesty policy in the student handbook.

## Placement Criteria

As stated above, the clinical experience component is designed to provide the student with a variety of settings and opportunities to experience different populations. All students will rotate each semester through various settings and experiences. Each semester the student will be placed in a clinical experience commiserate with the level of autonomy expected for the individual student. The following is used as the criteria to determine student clinical experience placement within the Master of Science in Athletic Training Program:

- Clinical site and preceptor availability
- Clinical experience needs and preparation of the student
- Career goals of the student
- Travel issues and distance from school and home
- Personal issues, student and/or preceptor requests
- Specific needs of the preceptors and clinical sites

## Placement Change Request

Prior to requesting a placement change, students are expected to discuss problems/conflicts with the clinical preceptor. If problems continue, or no solution if

agreed upon, the clinical coordinator should be informed of the situation. If the clinical coordinator cannot mediate the situation and the student decides to request a placement change, it must be done in writing and submitted to the clinical coordinator. Written requests for placement change should include clear examples of evidence as well as any efforts the student has taken to remedy the situation. Once the letter of request has been received, the clinical coordinator will evaluate the merits of the request and make a decision within one week communicating the decision with both the student and the clinical preceptor. If the change request is granted, students will be placed at a new clinical site if one is available. In the event that another clinical site cannot be found in a timely manner, the student may be issued an incomplete (IP). If the change request is not granted, the student can appeal the decision with the program director.

A student may request a change of clinical placement if any of the following occur:

- The student experiences a hostile work environment.
- If there are ongoing concerns related to supervision by the clinical preceptor.
- Personal issues arise that impact a student's transportation and/or living situation.
- The health of the student inhibits continued work in a particular setting.
- If hands-on learning is not being achieved despite interventions by the clinical coordinator.
- The student encounters ethical conflicts that may compromise their professional integrity.

While this is not an exhaustive list, the following are NOT acceptable reasons for a clinical placement change:

- Increase in cost of living over the course of the semester making finances tight.
- Personality conflicts between the student and the preceptor or site personnel.
- Personal interest in another site.
- Demanding or rigorous schedule that makes it difficult to maintain outside employment.
- Differences in teaching or supervisory styles.

## Evaluation Method

Clinical education objectives and evaluation methods are developed by the program administration through the lens of student preparation of the curriculum and confidence. The purpose of evaluation is to improve the students' abilities, as well as the programs' ability to enhance the learning and clinical experience.

The evaluations of the student by the approved clinical preceptor examines general criterion of all students in the program, as well as level specific expectations of the student. These evaluations also designed to identify the strengths, weakness, compliance of program standards, as well as professional standards.

At least once over the span of the clinical experience, the clinical coordinator will also evaluate the student's performance in the clinical site. The clinical coordinator will debrief with the preceptor(s) and the student and then discuss the evaluation.

Along with the student evaluation system, the program also uses an evaluation form completed by the student of the clinical site and preceptor. The program uses these tools to enhance the clinical education aspect of the program.

## Requirements of Affiliated Clinical Setting

The administration of the Master of Science in Athletic Training program chooses clinical settings that meet the needs of the curriculum and provide the student with a variety of settings for observation and directed practice of the competencies and proficiencies learned in the athletic training curriculum. Program administration will ensure that the preceptors and administrators at the clinical settings will understand the role of a supervised clinical education program. The program also will promote an understanding that the students are not manual labor for the department and should not replace the credentialed athletic trainer.

To serve as a clinical education site, the following criteria must be met:

- Setting must have an affiliated agreement contract signed and on file in the office of the Master of Science in Athletic Training Program Director and the Dean of the School of Rehabilitation Sciences.
- Setting must have an attending certified and licensed athletic trainer or physician that is willing to serve as a preceptor and is in good standing with the credentialing agencies.
- Setting must provide the director of the Master of Science in Athletic Training Program with the Clinical Site Information Packet which includes: Site contact information, venue-specific emergency action plans, BBP policy & location of handwashing station(s), and list of therapeutic equipment. The site should also provide documentation of safety testing and calibrations of the therapeutic equipment.
- If clinical sites are accredited through an outside agency, a copy of appropriate documentation should be provided.

Annually, each clinical site will be evaluated to determine their role in meeting the clinical needs of the program.

## Requirements of the Preceptors

The administration of the Master of Science in Athletic Training program chooses credentialed athletic trainers and physicians to serve as preceptors to educate, oversee, and mentor students in the program. Such professionals are considered a preceptor based on their credentials, expertise, training, and years of experience. Preceptors should have the desire and willingness to teach, mentor and assess the athletic training students' knowledge of the competencies and clinical proficiencies identified by the curriculum.

Preceptors supervise and engage students in clinical education. All preceptors must be licensed health care professionals and be credentialed by the state in which they practice. Preceptors who are athletic trainers are state credentialed (in states with regulation), certified, and in good standing with the Board of Certification. A preceptor's licensure must be appropriate to his or her profession. Preceptors must not be currently enrolled in the professional athletic training program at the institution. Annually, each preceptor will be evaluated by the program administration to determine their role in the effectiveness of student learning and student success in the program.

## Guidelines for the Preceptor

Preceptors should provide the student with an environment to enhance learning and practice their competencies and clinical proficiencies in the clinical setting. The following is a list of other guidelines to help provide an appropriate environment:

- Accept all athletic training students without discrimination.
- Schedule clinical hours with the assigned athletic training students that best meets the needs of the clinical site and the student. Some students may have outside responsibilities and jobs. Students are aware that clinical field experiences should have priority during scheduling. If problems arise, the preceptor should contact the clinical coordinator.
- Provide direct supervision of each student in the context of direct patient care.
- Assign responsibilities that are clearly delineated in and restricted to the profession of athletic training.
- Provide supervised opportunities to improve on athletic training skills. The emphasis should be from the clinical skills for the individual level student, but also independent practice of mastered skills.

- Have high expectations and hold students to those expectations.
- Debrief and reflect with athletic training students on clinical field experience opportunities that occurred. Provide the student with feedback regularly during their clinical field experience.
- Find teaching moments during clinical experiences.
- Assist each student by reviewing and critiquing the skills according to their academic level in the program.
- Refrain from giving students the answers and allowing them to critically and independently think.

## Supervision Policy

The program administration expects that all aspects in the clinical education aspect of the program should be supervised by an assigned clinical preceptor. As part of the blueprint of the CAATE agency, “supervision” of an athletic training student shall be through “constant visual and auditory interaction between the student and the approved clinical preceptor.” Each student shall be assigned to a clinical preceptor, not to a facility or sport. The daily supervision of students by the clinical preceptor must include multiple opportunities for evaluation and feedback between the student and the clinical preceptor. The Master of Science in Athletic Training program uses the following terminology with the program:

- Direct Supervision is defined as the constant visual and auditory interaction between athletic training student and credentialed healthcare professional. Therefore, the preceptor is available on location to physically intervene on behalf of the client.
- Lack of Supervision is defined as any clinical experience in which the student is acting without the physical presence of a credentialed healthcare professional; thus making it impossible for preceptor to intervene on behalf of the client. Students would be considered as first responders and should act within that scope.

The program feels that individualized attention is important in the education of an athletic training student. The program feels that a 3:1 ratio (3 students to 1 preceptor) is the maximum number of students to ensure an effective and educational clinical education experience.

## First Responder Role

There are instances during the students’ clinical experiences when the student will not be directly supervised or may be left alone by their clinical preceptor. In those instances, the student would be considered as first responder and should act within that

scope (listed below). This experience is supplemental to the student's clinical education and is not part of the required experience of the program. In this instance students must volunteer for this unsupervised experience.

The scope of first responder includes rendering basic first aid and basic life support covered in training required by the program. This is covered in Healthcare Provider BLS CPR. Students should be aware that the coach onsite will be the lead first responder and student should be available to assist as directed in accordance with the EAP for the institution.

Acceptable Services as a First Responder include:

- Initiation of EAP and referral to medical facility
- Application of First Aid skills or basic life support for the care of acute injuries and illness
- Application of splints for stabilization of an acute injury
- Conduct a history evaluation to determine the need for referral
- Provide assistance to an athlete with application of stretching, but not to establish a new program
- Application of tape, bandages, or braces to prevent injury or to support an existing injury
- Application of ice, heat or PRICE as per protocols determined by site

Unacceptable Services as a First Responder include:

- Initiate, change, or progress a rehabilitation or treatment plan
- Use electrical modalities
- Conduct a full evaluation of a new injury or illness
- Making return-to-play decisions
- Decide to apply tape or bandages to enable an athlete to return to play

Program administration instructs and reminds students how their role changes and how to handle those situations in the annual program orientation meeting at the beginning of the academic year. The program administration also reminds the clinical sites and clinical preceptors annually at the beginning of each semester prior to student placement. Ultimately it is the responsibility of each clinical site to instruct their employees about the student role in both supervised and unsupervised capacity.

## Clinical Progression Policy

The program requires that students and clinical preceptors follow the student competence policy in order to ensure a safe and efficient environment for the individuals involved in the clinical experience. The program evaluates student's competence of knowledge and clinical skills in didactic and lab courses in the curriculum. Students

must master the skill in either the didactic or lab course prior to application in the clinical field experience. Students and preceptors are notified of this policy prior to clinical placements.

It is recommended that the student and preceptor sit down at the beginning of the clinical field experience and discuss their competence and confidence of the clinical skills. It is also the student's responsibility to inform their preceptors of any new clinical skills mastered. The clinical coordinator can verify information.

## Progression to Next Professional Level

Students must maintain good standing in the Athletic Training Education Program to be eligible for clinical progression. This includes:

- achieving favorable clinical evaluations by preceptors,
- maintaining a minimum cumulative GPA of 3.0,
- earning a minimum grade of "B" in all athletic training curriculum courses, and
- successfully completing all required clinical competency assessments, including Objective Structured Clinical Examinations (OSCEs).

Additionally, students must complete and maintain all required administrative components of the program, including medical requirements and current CPR certification.

Failure to meet any of these standards may result in probation or suspension from the clinical component of the program. In such cases, a clinical success plan will be developed in collaboration with the student and the Clinical Education Coordinator.

## Warning, Probation, and Suspension

Clinical experiences provide real-world opportunities to apply didactic information. These experiences are viewed as important as class attendance. To meet program accreditation standards and ensure adequate clinical preparation, students in the MSAT program are required to complete a minimum of 300 supervised clinical hours for the first three clinical semesters, and typically a minimum of 300 hours during the immersive experience, for a total of 1,200 hours across four clinical semesters.

### Clinical Warning

If a student fails to meet the minimum 300-hour requirement in any clinical semester but is within reasonable range of completion (typically no more than 50 hours short), the student will receive a Clinical Warning Letter. This letter will outline:

- The number of hours completed and the shortfall,

- The expectation to make up the deficit in addition to the regularly scheduled clinical hours in the following semester or over summer/winter breaks,
- Supportive guidance for time management and planning.

Students on Clinical Warning remain in good academic standing but are expected to demonstrate progress toward clinical hour requirements.

### Clinical Probation

If a student falls significantly behind in their clinical hours (typically more than 50 hours short), or fails to adequately address a previous Clinical Warning, they will be placed on Clinical Probation. While on probation:

- The student must make up the full deficit from prior semesters in addition to meeting the standard 300-hour requirement in the current semester.
- The student will be required to meet with the Clinical Education Coordinator to establish a written Clinical Remediation Plan, which must be followed closely.
- Progress will be monitored, and failure to meet milestones may result in further disciplinary action.

Clinical Probation is a serious academic standing that may impact a student's eligibility for certain program activities or privileges.

### Clinical Suspension

If a student fails to remediate clinical hour deficiencies while on Clinical Probation or is otherwise unable to demonstrate adequate progress toward meeting clinical education requirements, they may be placed on Clinical Suspension. A student on Clinical Suspension:

- Is not permitted to enroll in subsequent clinical education courses, including the final clinical semester.
- Must meet with the Program Director and Clinical Education Coordinator to determine next steps, which may include extending the program timeline, temporary leave from the program, or dismissal.

Clinical Suspension prevents progression in the program until the student successfully remediates the issue and receives formal clearance from the MSAT program faculty.

## Part XII: Admissions

The Athletic Training Education Program uses selective admissions to ensure quality field experience opportunities and a low teacher to student ratio in the didactic and laboratory courses in the program. Applicants are expected to apply to the university no later than May 29 and submit all secondary clinical requirements no later than July 15. Students will be notified by the Program Director welcoming them into the program or explaining their denial into the program. After admitted, the student will receive information on matriculation requirements. After all requirements are fulfilled, the student will be registered for appropriate coursework for the summer and fall semesters. Coursework begins annually at the start of the Summer semester. No students will be admitted for a Fall or Spring start.

1. Apply to the University and the MSAT program online through ATCAS.
  - A well-written letter of intent as to the desire to be an athletic trainer, how UIW fits into this plan, and why did you choose UIW's athletic training program. The applicant's five- and 10-year plan should also be included.
  - Professional resume outlining any previous experiences with athletic training or other healthcare fields (e.g. professional organizations, clinical/internship experiences, work-study, employment). *\*note: Applicants that hold an athletic training license in the state of Texas will not be allowed to count practice hours toward clinical expectations and will be held to the same practice standards as all other entry-level students.*
  - Two letters of recommendation (one from an athletic trainer, one from a faculty member).
  - \$250 seat deposit, paid to the business office at UIW. Seat deposits are not refundable.
  - Interview with the Professional Practice Committee.
  - Acknowledgment of program Technical Standards, signed by the applicant.
  - Completion of at least 50 hours of observation under a certified athletic trainer, with a minimum of 25 in a traditional athletic setting. Documentation of hours may be done on our UIW form, or an official form signed by the supervisor. 50 minimum hours under an athletic trainer completed within the last two years are required for admission.
  - Official transcripts from all colleges attended with a minimum cumulative and prerequisite GPA of 2.75.

Coursework should include (with a C or better):

- Biology 3 hours
- Chemistry 3 hours

- Physics 3 hours
- Psychology 3 hours
- Anatomy & Physiology 8 hours
- Statistics
- Biomechanics/pathomechanics
- Exercise physiology
- Nutrition – 3 hours (beginning summer 2027)

Strongly encouraged:

- Medical terminology
  - Sports Nutrition
  - Research Methodology
  - Public Health/Epidemiology
2. Complete the secondary clinical placement requirements.  
The following are components of the secondary clinical application for the MSAT and must be completed by July 15.
- Completion of favorable criminal background screening
  - Completion of Health and Immunization Packet (includes health history form, immunizations form, and proof of current health insurance)

#### Other Requirements after Acceptance

After admission into the program, the student must also complete the following requirements (on either a semester- or annual-basis). Students that fail to complete the following may be removed from the major:

1. Completion of HIPAA/FERPA Confidentiality Training
2. Completion of Blood-borne Pathogen, OSHA and/or Universal Precautions Training
3. Completion of MSAT and Site Orientation
4. Update of Technical Standards, criminal background screen(s), and Health and Immunization Packet (as needed)
5. Good academic standing, as defined by the School of Graduate Studies and the MSAT handbook.

#### Acceptance Process:

1. Acceptance to the University by Graduate Admissions.
2. Review by MSAT Core Faculty for GPA, required coursework, and MSAT fit.
3. Notification letter emailed.

## Clinical Placements

After admission into the program, and all requirements have been complete, the student will complete four semesters in the clinical component of the program. Students gain hours in clinical experiences associated with a variety of different populations including age, genders, varying levels of risk, protective equipment and medical experiences that address the continuum of care that would prepare a student to function in a variety of settings and meet the domains of practice delineated for a certified athletic trainer in the profession.

To meet the requirements of the Commission on Accreditation of Athletic Training Education, Board of Certification and Texas Advisory Board of Athletic Trainers, the student must document hours of observation and practice of athletic training skills under the direct supervision of an assigned athletic trainer or physician serving as a clinical preceptor. Certain field experiences will be required prior to the first day of class, during weekends and university breaks. The clinical coordinator will contact students concerning placement for clinical experience prior to the assignment. During the final semester, students will be required to complete a full-time, immersive clinical experience. During this semester, didactic coursework will be primarily online or in blended format to maximize the clinical experience. This immersive experience may require travel at the student's expense.

## Transfer Students

Graduate students that are considering application for admission into the Master of Athletic Training degree from another university should contact the Program Director to determine eligibility. Acceptance of transfer credits is guided by the policies of the Graduate School and the University Registrar's office.

## Part XIII: Appendices and Forms

### Appendix A: Acknowledgement of Student Handbook

I acknowledge that I have received and read a copy of The University of the Incarnate Word MSAT Student Handbook. I take responsibility for abiding by all policies and procedures outlined in this handbook including all standards of professional conduct.

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Printed Name of Student

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Signature of Student Date

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Printed Name of Witness

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Signature of Witness Date

*This signed form will be maintained in the student's file located in the SRS.*



## Appendix B: School of Rehabilitation Sciences Technical Standards Form

Applicant Name: \_\_\_\_\_

### **Essential Functions for MSAT Students**

UIW actively collaborates with students to develop innovative ways to ensure accessibility and creates a respectful accountable culture through our confidential and specialized disability support. We are committed to excellence in accessibility; we encourage students with disabilities to disclose and seek accommodations.

UIW provides the following technical standards to inform incoming and enrolled students of the performance abilities and characteristics that are necessary to successfully complete the requirements of the athletic training curriculum.

Successful participation in the UIW School of Rehabilitation Sciences Master's of Science in Athletic Training program includes the ability to perform technical standards vital to the delivery of high-quality, ethical athletic training services. These standards are expected to be continuously demonstrated, with reasonable accommodation as necessary, by all students. Upon review of this document, the candidate will sign as an acknowledgment of their understanding of these technical standards.

In accordance with national norms, the Athletic Training Education Program has established technical standards considered essential to perform duties of an athletic trainer. These abilities are classified into five categories: (1) observation, (2) communication, (3) motor & sensory, (4) intellectual, (5) behavioral and social.

1. **Observation:** A candidate must be able to observe demonstrations in the classroom and athletic training room. A candidate must also be able to accurately observe an athlete at a distance and at close range, in order to gather the necessary data regarding the athletes' physical status.
2. **Communication:** The ability to read, write, speak and understand the English language at a level consistent with competent professional practice, including but not limited to, the ability to (a) establish rapport and communicate effectively and sensitively with patients, parents, coaches, administrators, officials, medical and allied medical personnel and colleagues, including individuals from different cultural

backgrounds; (b) record and discuss the physical examination results and treatment and rehabilitation plans clearly and accurately.

3. Motor: Sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations, therapeutic treatments, and therapeutic exercise and rehabilitation protocols using accepted techniques. This includes, but is not limited to, the ability to (a) accurately, safely and efficiently use equipment and materials during the assessment, treatment, and rehabilitation of patients; (b) gather decision-making pieces of information during an injury assessment activity in class or in the clinical setting; (c) perform assessment, treatment and rehabilitation activities in class and in the clinical setting by direct performance; (d) sit, stand, and kneel for extended periods of time while rendering assistance to patients and athletes; (e) frequently move from place to place and position to position at a speed that permits safe handling of classmates and injured athletes; (f) stand and walk while providing support to an injured athlete; (g) use auditory, tactile, and visual senses to receive classroom instruction and to evaluate and treat injured athletes; (h) follow safety procedures established for each class and clinical setting.

Sensory: Candidates must have adequate sensory function in order to elicit information from a physical examination through palpation, auscultation, percussion, and other assessment maneuvers.

4. Intellectual: Candidates must have the mental capacity to learn and assimilate a large amount of complex, technical, and detailed information. They must also be able to solve problems through critical analysis and perform measurements necessary to develop a therapeutic plan.
5. Behavioral and Social: Candidates must possess emotional and social attributes required to exercise good judgment, maintain composure, promptly complete all responsibilities as they relate to the care and management of an athlete's injury, and develop mature, sensitive, and effective relationships with athletes and other members of the health care team. Candidates must also be able to adapt to an ever-changing environment, display flexibility, tolerate physically taxing workloads, and maintain their composure during highly stressful situations.

I have read and understood the **Technical Standards Form** for the University of the Incarnate Word Master of Science in Athletic Training program. I understand that I can request accommodations as appropriate under the Americans with Disabilities Act.

Applicant  
Signature \_\_\_\_\_ Date \_\_\_\_\_  
Printed Name \_\_\_\_\_



### Appendix C: Academic Integrity Pledge

As a student in the MSAT Program, I recognize and accept personal responsibility for honesty in all of my interactions, assignments and examinations while a member of this program. Such honesty is a vital part of my academic career and is the foundation of my work here as a student and as an aspiring athletic trainer.

I pledge that I will uphold the Academic Integrity Policy of the School of Rehabilitation Sciences and The University of the Incarnate Word and will encourage my peers to respect and observe these policies. I will fully support my peers in their efforts to uphold these vital principles.

I understand that by signing this pledge, I agree to abide by the Academic Integrity Policies throughout all aspects of the School of Physical Therapy.

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Printed Name of Student

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Signature of Student Date

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Printed Name of Witness

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Signature of Witness Date



## Appendix D: Participant Consent to Participate in Programmatic Assessment

### *UIW Master of Science in Athletic Training Program*

As a Master of Science in Athletic Training (MSAT) student in the School of Rehabilitation Sciences at the University of the Incarnate Word, you will play an integral part in the on-going programmatic assessment initiatives to improve student learning outcomes, and teaching effectiveness of the curriculum, demonstrate progress over time, compare different cohorts of students or against students in other programs, assess level of learning, and/or determine predictors of student success. All the metrics described here are for student success and/or programmatic assessment and most are embedded in the coursework you are completing. This consent allows faculty to use the assessment data for improvement as described and for the possibility of publishing outcomes to enhance the profession.

As a student, you will participate by completing mandatory assessments during the course of your study. Other data that will be used for the purpose of programmatic assessment are: admissions data including student demographics, course grades, grade point average (GPA), National Board examination scores (practice and pass scores).

Students may also be asked to participate on a voluntary basis to more specific assessments such as discussion and/or focus groups, cognitive mapping, student evaluation of learning (student mid-program assessment, graduate exit survey/focus group), return of alumni survey, and University level assessments including student satisfaction inventory, library quality assessment, and campus religious and spiritual climate survey. For optional assessments, the decision to participate or not will not influence in any way a student's current or future relationship with the University of the Incarnate Word or with the faculty. If a student decides to participate, he/she will be free to withdraw consent and to stop participation at any time without penalty or retribution.

Identifiable information will be assigned a number code as a unique identifier and all data will be de-identified to maintain the confidentiality of the participant. The student's name will be linked with this number code on a master code spreadsheet available only to the primary and co-investigators. This spreadsheet will be maintained on the investigator's password protected OneDrive.

There are no risks associated with the participation in programmatic assessment.

Programmatic assessment will benefit the MSAT program contributing to continuous quality improvement and providing evidence of learning outcomes, teaching effectiveness. These outcomes may be used in course, curriculum, Institution, accreditation, and SACS assessment.

There is no additional cost to the individual to participate in programmatic assessment, nor is there any compensation for doing so.

Everything we learn about students in the study will be confidential. If we publish with results of the study, you will not be identified in any way.

If you have any questions now, feel free to ask us. If you have additional questions later or wish to report a problem that may be related to the analysis of any programmatic assessment metrics as described above, then contact Reid Fisher, EdD, ATC, LAT – MSAT Program Director at 210-890-4445 or <mailto:chad.jackson@uiwtx.edu> [rafisher@uiwtx.edu](mailto:rafisher@uiwtx.edu).

*\* You will be given a copy of this form to keep.*

## Consent to Participate

Please initial the appropriate box.

\_\_\_\_\_ I agree to participate in outcome measure activities as appropriate and by allow my de-identified information to be used for presentation or publication.

\_\_\_\_\_ I agree to participate in outcome measure activities as appropriate. Please, **do not** allow my de-identified information to be used for presentation or publication.

Please sign this form, representing your willingness to participate in outcome measure activities. Your signature indicates that you 1) have read and understand the information given above, 2) that the information above was explained to you, and 3) that you were given the opportunity to discuss the information and ask questions.

\_\_\_\_\_  
*Signature of Participant*

\_\_\_\_\_  
*Date*



## Appendix E: Podcasting, Photographic, and other Media CONSENT and RELEASE Form

I authorize and grant to the University of the Incarnate Word (UIW), St. Anthony Catholic High School, and Incarnate Word High School, all of which are referred to collectively in this agreement as UIW, and those acting pursuant to its authority, a non-exclusive, perpetual, worldwide license to:

1. Record my participation, likeness and/or voice on a video, audio, photographic, digital, electronic, hosted media, web-based service or any other medium, including podcasting;
2. Use my recorded likeness and/or voice on a video, audio, photographic, digital, electronic, hosted media, web-based service or any other medium, including podcasting;
3. Use my name and identity in connection with these recordings;
4. Use, reproduce, exhibit, or distribute in any medium (e.g. print publications, video tapes, CD-ROM, Internet, podcast) my recorded likeness and/or voice on a video, audio, photographic, digital, electronic, or any other medium without restrictions or limitations for any educational or promotional purpose which UIW and those acting pursuant to its authority, deem appropriate, including promotional efforts.
5. Distribute the medium over the internet using formats that allow downloading and playback on mobile devices and personal computers, for the purpose of making the work available in any format through iTunes or other web-based service.
6. Make and maintain more than one copy (hard-copy and/or digital copy) of the work for purposes of security, back-up and preservation.

I release UIW and those acting pursuant to its authority, from liability for violation of any personal, intellectual (including copyright) or proprietary rights I may have in connection with uses of the recordings authorized above. To the extent required, I hereby grant and assign all copyright in the podcast, video, audio, photographic, digital, electronic, or any other medium utilized to UIW. I waive any right to inspect or approve the final use(s) of the video, audio, photographic, digital, electronic, podcast or any other medium. As to the video, audio, photographic, digital, electronic, podcast itself, or any other medium, I understand and agree that UIW shall have exclusive ownership of the copyright and other proprietary and property rights in the work.

I waive any rights, claims, or interests I may have to control the use of my likeness, voice, name, recordings, and/or identity in the recordings and podcasts authorized above. I agree that any uses described above may be made without compensation or additional consideration to me. I agree that UIW shall have the right to remove the work from the hosted media or web-based service at any time without prior notice for any reason deemed to be in UIW's best interest.

I waive and release UIW and its officers, agents and employees from any claim or liability relating to the use of my name, likeness, identity, voice, photographic image, video graphic image and oral or recorded statements in the work, including all claims of compensation, damage for libel, slander, invasion of the right of privacy or any other claims based on, arising out of, or connected with the use of said recordings and podcasts. I agree to indemnify UIW and its officers, employees, agents, successors, heirs, and assigns, for any and all claims, liabilities, damages, and expenses, including reasonable attorneys' fees actually incurred, due to any claimed infringement of copyrights, trade names, trademarks, service marks, right of publicity or privacy, or other proprietary, personal or property right arising from publication of the work through the hosted media or as a result of my breach of any covenant or warranty herein contained.

This Agreement shall be governed by and interpreted in accordance with the laws of the State of Texas.

*By my signature, I represent that I have read and fully understand the terms of this release.*

\* A parent or guardian of youth under 18 must also sign.

Name (print): \_\_\_\_\_ Date of Birth: \_\_\_\_/\_\_\_\_/\_\_\_\_

E-mail Address: \_\_\_\_\_

Primary Phone: \_\_\_\_\_ Other Phone: \_\_\_\_\_

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*Signature*

*Date*

I HAVE CAREFULLY READ THIS CONSENT AND RELEASE FORM AND AGREE TO ITS TERMS ON MY BEHALF AND ON BEHALF OF THE MINOR CHILD IDENTIFIED ABOVE.

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*Signature of Parent/Guardian (of youth under the age of 18)*

*Date*