# Table of Contents

- **Table of Contents** ................................................................. 2
- **Personnel** ......................................................................... 8
  - Athletic Training Core Faculty .............................................. 8
  - Department of Kinesiology Faculty & Staff ............................... 8
  - College of Education and Human Development Administration ........................................ 8
  - Primary Clinical Preceptors .................................................. 8
  - Secondary Clinical Preceptors ............................................... 9
- **Texas A&M University-Corpus Christi Athletic Training Program Welcome** ....................... 10
- **University Graduate Resources** ............................................... 11
  - University Handbook of Rules & Procedures .......................... 11
  - College of Graduate Studies – TAMUCC ................................. 11
  - General Academic Policies for Graduate Students ...................... 11
  - Graduate Catalog .................................................................. 11
  - **Important University Resources** ............................................ 13
    - Student Health Services ...................................................... 13
    - Counseling Services .......................................................... 13
  - **Academic Resources** ......................................................... 14
- **Overview of the Athletic Training Profession** ................................................ 15
- **The Certified Athletic Trainer** ................................................................... 15
- **Clinical Practice Settings** ................................................................. 15
- **Education Requirements** ................................................................. 15
- **Potential Employment Settings** ............................................................ 17
- **Accreditation Status** ................................................................. 17
- **Certification and Licensure** ......................................................... 18
- **NATA Code of Ethics** ............................................................... 18
- **BOC Practice Standards** .............................................................. 19
  - I. Practice Standards ................................................................ 19
  - II. Code of Professional Responsibility ...................................... 19
- **Examples of Ethical Violations** .................................................................. 22
- **Texas A&M University-Corpus Christi Athletic Training Program Welcome** ....................... 24
  - **Vision Statement** ................................................................. 24
  - **Mission Statement** ............................................................... 24
Comprehensive Assessment Plan Evaluation ................................................................. 24
Overall Program Achievement Outcomes ................................................................. 25
  Objectives: .................................................................................................................... 25
  Assessment Plan: ......................................................................................................... 25
Student Learning Objectives & Outcomes ................................................................. 25
  Goal #1 ......................................................................................................................... 25
  Goal #2 ......................................................................................................................... 27
  Goal #3 ......................................................................................................................... 28
  Goal #4 ......................................................................................................................... 29
Measures, Schedule of Use, & Summary of Data ...................................................... 30
An Athletic Trainer’s Creed ......................................................................................... 31
Athletic Training Program Application and Admission ............................................. 32
  Pre-Requisite Requirements ...................................................................................... 32
  Admission Requirements ......................................................................................... 32
  Conditional Admission ............................................................................................. 34
  Transfer Credit ........................................................................................................... 35
  Selection Criteria for Admission ............................................................................. 35
    Weighting Scale Evaluation Tool for MSAT Admissions Committee .................. 35
Academic Standards .................................................................................................... 36
Progression, Retention, & Dismissal .......................................................................... 36
Advising ........................................................................................................................ 37
Fitness to Practice ........................................................................................................ 37
Technical Standards History and Rationale .............................................................. 38
Disability Accommodations ....................................................................................... 41
Academic Progression Through the Master of Science in Athletic Training Degree .... 41
Time Limit to Degree and Recency of Credit for a Master of Science in Athletic Training Degree ........................................................................................................ 41
Student Responsibility for Academic Programming and Progression ................... 42
MS in AT Degree Plan ................................................................................................. 42
  Curriculum Sequence 2020-2021 ........................................................................... 43
  Curriculum Sequence 2021-2022 ............................................................................ 44
  Retention Standards .................................................................................................. 45
Program Milestones and Expectations ...................................................................... 45
  Course Practical Exams ........................................................................................... 45
  Final Written Examinations ...................................................................................... 46

Revised 6/10/2022
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standardized Patients</td>
<td>46</td>
</tr>
<tr>
<td>Student Learning Assessment Confidentiality Agreement</td>
<td>46</td>
</tr>
<tr>
<td>Program Semester Final Cumulative Examination</td>
<td>47</td>
</tr>
<tr>
<td>Exit Exam for BOC Endorsement</td>
<td>47</td>
</tr>
<tr>
<td>Athletic Training Workshops</td>
<td>48</td>
</tr>
<tr>
<td>Appeal of Academic Action &amp; Students Right to Appeal</td>
<td>48</td>
</tr>
<tr>
<td>Estimated Annual Program Costs &amp; Fees</td>
<td>50</td>
</tr>
<tr>
<td>Estimated Tuition and Fees:</td>
<td>50</td>
</tr>
<tr>
<td>Estimate of Additional Costs:</td>
<td>50</td>
</tr>
<tr>
<td>COVID-19 Novel Corona Virus Information</td>
<td>53</td>
</tr>
<tr>
<td>Classroom Safety Measures</td>
<td>53</td>
</tr>
<tr>
<td>Health-Related Absences</td>
<td>53</td>
</tr>
<tr>
<td>Classroom Safety Measures</td>
<td>53</td>
</tr>
<tr>
<td>Current TAMUCC COVID Recommendations</td>
<td>53</td>
</tr>
<tr>
<td>Additional COVID Information</td>
<td>54</td>
</tr>
<tr>
<td>COVID Testing</td>
<td>54</td>
</tr>
<tr>
<td>Emergency Cardiac Care Requirements</td>
<td>55</td>
</tr>
<tr>
<td>Clinical Experiences in Athletic Training</td>
<td>55</td>
</tr>
<tr>
<td>Student Clinical Responsibilities</td>
<td>55</td>
</tr>
<tr>
<td>Clinical Experience Expectations</td>
<td>56</td>
</tr>
<tr>
<td>Supervision</td>
<td>56</td>
</tr>
<tr>
<td>Affiliated Clinical Education Sites</td>
<td>58</td>
</tr>
<tr>
<td>Clinic Sites</td>
<td>58</td>
</tr>
<tr>
<td>Sport Sites</td>
<td>58</td>
</tr>
<tr>
<td>Sample Clinical Experience Matrix</td>
<td>59</td>
</tr>
<tr>
<td>Clinical Experience Potential Matrix</td>
<td>60</td>
</tr>
<tr>
<td>Practicum Courses</td>
<td>63</td>
</tr>
<tr>
<td>Practicum Practical Exams</td>
<td>63</td>
</tr>
<tr>
<td>Documentation of Clinical Experiences</td>
<td>64</td>
</tr>
<tr>
<td>Clinical Hour Requirements</td>
<td>64</td>
</tr>
<tr>
<td>Patient Encounter Tracking</td>
<td>65</td>
</tr>
<tr>
<td>Orientation to the Site</td>
<td>69</td>
</tr>
<tr>
<td>Background Checks</td>
<td>69</td>
</tr>
<tr>
<td>Clinical Rotation Evaluations</td>
<td>69</td>
</tr>
</tbody>
</table>
Radiation Exposure ........................................................................................................ 86
Personal Health Insurance .......................................................................................... 86
Bloodborne Pathogens Policy ..................................................................................... 86
Social Media and Digital Professionalism Policy ....................................................... 87
Photo Release & Program Social Media Policy ......................................................... 90
Facility Rules .............................................................................................................. 91
Calibration .................................................................................................................. 91
Parking ......................................................................................................................... 91
Island Hall .................................................................................................................... 91
Field House ................................................................................................................. 91
Momentum Campus ..................................................................................................... 92
American Bank Center ............................................................................................... 92
Whataburger Field ....................................................................................................... 92
First Aid and Emergency Care ..................................................................................... 92
Emergency Procedures .............................................................................................. 92
Athletic Training Students & OTC Medications ....................................................... 93
Physician Referral ....................................................................................................... 93
Record Keeping .......................................................................................................... 93
Student Travel ............................................................................................................. 94
Transporting Student-Athletes ................................................................................... 94
Emergency Contact Information ............................................................................... 94
Professional Athletic Training Information .............................................................. 95
Professional Association Memberships ..................................................................... 95
Islander Student Athletic Trainers’ Association ......................................................... 96
Professional Seminar Attendance ............................................................................. 96
Board of Certification (BOC) Requirements ............................................................ 96
Texas State Athletic Trainer License Requirements ............................................... 96
Specialized Education and Training ......................................................................... 97
Jurisprudence Exam .................................................................................................. 97
Appendix A: Handbook Acknowledgment ................................................................ 98
Appendix B: Documentation of Health Physical by a Medical Doctor ......................... 99
Appendix C: Proof of Current Vaccination Series ..................................................... 102
Appendix D: Proof of Current TB Test ...................................................................... 104
Appendix E: Signed Technical Standards Acknowledgment Form ......................... 105
Appendix F: Three Professional Recommendations ................................................................. 108
Appendix G: Pre-Requisite Course Self-Audit Form ................................................................. 111
Appendix H: Technical Standards Form Submitted Following Official Program Admission ... 112
Appendix I: Student Learning Assessment Confidentiality Agreement ...................................... 116
Appendix J: Request for Absence Form .................................................................................. 117
Appendix K: Incident Report Form .......................................................................................... 118
Appendix L: Confidentiality Agreement .................................................................................... 120
Appendix M: Hepatitis B Verification Form ................................................................................ 121
Appendix N: Blood Borne Pathogen Training Verification Form ................................................. 122
Appendix O: Universal Precautions Training Verification Form .................................................. 123
Appendix P: Personal Health Insurance Verification Form .......................................................... 124
Appendix Q: Injury/Incident Report Form TAMUCC .................................................................. 125
Appendix R: TAMUCC AT Program Digital and Social Professionalism Contract ....................... 127
Appendix S: Photo Release Form .............................................................................................. 128
Personnel

Athletic Training Core Faculty

Mikaela Boham, EdD, LAT, ATC  Associate Professor, Program Director
Sara Stiltner, EdD, LAT, ATC  Assistant Professor, Coordinator of Clinical Education
Jennie Longo, PhD, LAT, ATC  Assistant Professor, Core AT Faculty
TBD – 4th AT Faculty  Assistant Professor, Core AT Faculty
Marian Hendricks, DO  Medical Director

Department of Kinesiology Faculty & Staff

Don Melrose, PhD  Department Chair, Kinesiology & Military Science
Liz Perez  Administrative Associate, Kinesiology & Military Science

College of Education and Human Development Administration

David Scott, EdD  Dean, College of Education and Human Development
Melissa Adames  Administrative Associate, College of Education and Human Development

Primary Clinical Preceptors

Jerry Hilker, MEd, LAT, ATC  Head Athletic Trainer: TAMUCC Athletics
Sho Arai, MS, LAT, ATC  Assistant Athletic Trainer: TAMUCC Athletics
TBD  Assistant Athletic Trainer: TAMUCC Athletics
TBD  Assistant Athletic Trainer: TAMUCC Athletics
Kelly Erickson, BS, LAT, ATC  Assistant Athletic Trainer: TAMUCC Athletics
Ashley Armbruster, MS, LAT, ATC  Assistant Athletic Trainer: TAMUCC Athletics
Chad Mallamo-Janski, MS, LAT, ATC  Assistant Athletic Trainer: TAMUCC Athletics
Dylan Mowdy, LAT, ATC  GA Athletic Trainer: TAMUCC Athletics
Sean Kendrick-Graham, BS, LAT, ATC  Head Athletic Trainer: TAMUCC Rec Center
Lauren Dillon, MS, LAT, ATC  Athletic Trainer: Calallen High School
CJ De La Garza, BS, LAT, ATC  Athletic Trainer: Carroll High School
Ashley Knighton, BS, LAT, ATC  Athletic Trainer: Carroll High School
Ashley Vinciguerra, BS, LAT, ATC  Athletic Trainer: King High School
Lee Scott, MS, LAT, ATC  Athletic Trainer: Miller High School
Sydney Gaytan, BS, LAT, ATC  Athletic Trainer: Miller High School
Kara Osburn, BS, LAT, ATC  Athletic Trainer: Ray High School
Dalton Jennings, BS, LAT, ATC  Athletic Trainer: Veterans Memorial High School
Danielle Rees, BS, LAT, ATC  Athletic Trainer: Veterans Memorial High School
Leisha Griffith, BS, LAT, ATC  Athletic Trainer: Gregory-Portland High School
TBD  Athletic Trainer: Gregory-Portland High School
TBD  Athletic Trainer: Ingleside High School
Revised 6/10/2022

Secondary Clinical Preceptors

Marian Hendricks, DO  
Physician: Coastal Bend Family Medicine

Ellis Main, DO  
Physician: Northside Family Medicine

Andres Nisimblat, MD  
Physician: Corpus Christi Medical Associates

Charles Breckenridge, MD  
Physician: South Texas Bone and Joint

Justin Klimisch, MD  
Physician: South Texas Bone and Joint

Ryan Thomas, MD  
Physician: South Texas Bone and Joint

Jason Thompson, MD  
Physician: South Texas Bone and Joint

John Masciale, MD  
Physician: South Texas Bone and Joint

John Borkowski, MD  
Physician: South Texas Bone and Joint

Chris Larkins, MD  
Physician: South Texas Bone and Joint

Kyle Wilson, MD  
Physician: South Texas Bone and Joint

Scott Easley, MD, CAQSM  
Physician: South Texas Bone and Joint

Michael Montgomery, MD, CAQSM  
Physician: South Texas Bone and Joint

Steve Hopkins, DPT  
Physical Therapist: The Training Room

Tracie McClusky, DPT  
Physical Therapist: New Stride Physical Therapy

Dan Shea, MSPT  
Physical Therapist: Shea Physical Therapy

Chad Peters, DC  
Chiropractor: Armadillo Sports Chiropractic

Trevor Hadley, BS, LAT  
Licensed Athletic Trainer: Calallen High School

Dee Rutherford, BS, LAT  
Licensed Athletic Trainer: King High School

Robert Steele, BS, LAT  
Licensed Athletic Trainer: Gregory-Portland High School
Welcome to the Texas A&M University-Corpus Christi Master of Science in Athletic Training Program (TAMUCC MS in AT Program). This online document contains information, policies, and procedures related to all aspects of the TAMUCC MS in AT Program. It is intended to be a reference for applicants, current athletic training students, athletic training faculty and staff, clinical preceptors, and administrators. All stakeholders in the TAMUCC MS in AT Program should read and be familiar with all parts of the current annual handbook (Appendix A). This document will be used to further explain the TAMUCC MS in AT Program as referenced in the current academic catalog.

Our faculty and staff are excited to be able to work with high quality students who want to learn about Athletic Training. The TAMUCC Athletic Training Program has a strong history of educating and graduating successful Athletic Trainers. We enjoy seeing young professionals develop careers in a field we love.

Athletic Training demands a lot from students and can be challenging at times. This profession demands dedication, hard work, and passion. As a student, you will be given a lot of responsibility. The Athletic Training Student is an extension of the Certified Athletic Trainers both legally and in their performance of their duties such as prevention, assessment, treatment, and rehabilitation of injuries and conditions in a variety of clinical settings. Together they form the Sports Medicine Team whose responsibility is to provide first contact with injured or ill patients. Often the Sports Medicine Team works behind the scenes and without much public recognition; however, their job is vital to the wellbeing and overall health of the patients with whom they work.

We challenge the accepted Athletic Training Students to take full advantage of their clinical experience and to learn every day as much as they can, both in the classroom and within their clinical experiences. The Athletic Training faculty have developed a comprehensive, scaffolded curriculum designed to challenge learners while building on knowledge. The goal is for Athletic Training Students to be able to apply their classroom knowledge in the clinical setting as soon as possible. This will enhance your experience and help to guide your learning. It is important that students develop good time management skills and to budget their time effectively to prioritize their academic, clinical, and life commitments and activities.

The TAMUCC MS in AT Program is a unique and immersive experience. During your time on the Island, you will become family!

Shakas Up! Go ‘Ders!!
University Graduate Resources

This handbook is designated for students enrolled in the Master of Science in Athletic Training Program at Texas A&M University-Corpus Christi. The policies, procedures, and expectations expressed within this student handbook explicitly apply to the students accepted and enrolled in the program. The program has attempted to outline the most specific and important information for students, particularly if the program’s expectation of students exceeds the College of Graduate Studies or other university policies and procedures. University resources are listed below:

University Handbook of Rules & Procedures

Please refer to Section 13 for students in the University Handbook of Rules and Procedures which can be located at: http://academicaffairs.tamucc.edu/rules_procedures/

College of Graduate Studies – TAMUCC

The policies, procedures, and expectations for the all graduate students can be found within the College of Graduate Studies Master Student Handbook which can be located at: https://gradcollege.tamucc.edu/current_students/assets/masters_student_handbook.pdf

General Academic Policies for Graduate Students

The General Academic Policies for Graduate Students can be located at: https://catalog.tamucc.edu/graduate/general-academic-policies-regulations/

Graduate Catalog

A link to the complete Graduate Catalog can be located at: https://catalog.tamucc.edu/graduate/

Academic Policies (both general university and graduate)

- Graduate Admissions
  - https://catalog.tamucc.edu/graduate/admissions/
- Registration (university)
  - Registration: https://catalog.tamucc.edu/graduate/general-academic-policies-regulations/
- Enrollment Status
  - Enrollment Status: https://catalog.tamucc.edu/graduate/general-academic-policies-regulations/
- Continuous Enrollment/Leave of Absence
  - Exceptions to Full-Time Enrollment Minimums: https://catalog.tamucc.edu/graduate/general-academic-policies-regulations/
  - Withdrawal from the University: https://catalog.tamucc.edu/graduate/general-academic-policies-regulations/
- Leave of Absence: [https://catalog.tamucc.edu/graduate/academic-degree-requirements/](https://catalog.tamucc.edu/graduate/academic-degree-requirements/)

- Maximum Course Load
  - Maximum Course Load: [https://catalog.tamucc.edu/graduate/academic-degree-requirements/](https://catalog.tamucc.edu/graduate/academic-degree-requirements/)
  - Maximum Hours Graded Credit/No Credit: [https://catalog.tamucc.edu/graduate/academic-degree-requirements/](https://catalog.tamucc.edu/graduate/academic-degree-requirements/)

- Repetition of a Course
  - Repetition of a Course: [https://catalog.tamucc.edu/graduate/academic-degree-requirements/](https://catalog.tamucc.edu/graduate/academic-degree-requirements/)

- Recency of Credit
  - Time Limit to Degree and Recency of Credit for Master’s Degrees: [https://catalog.tamucc.edu/graduate/academic-degree-requirements/](https://catalog.tamucc.edu/graduate/academic-degree-requirements/)
  - Continuous Enrollment and Residency: [https://catalog.tamucc.edu/graduate/academic-degree-requirements/](https://catalog.tamucc.edu/graduate/academic-degree-requirements/)

- Revalidation of Courses
  - Revalidation of Courses Beyond the Seven Year Limit for Master’s Degrees: [https://catalog.tamucc.edu/graduate/academic-degree-requirements/](https://catalog.tamucc.edu/graduate/academic-degree-requirements/)

- Transfer of Credit
  - Transfer Credit: [https://catalog.tamucc.edu/graduate/academic-degree-requirements/](https://catalog.tamucc.edu/graduate/academic-degree-requirements/)

- Grading and calculation of GPA
  - Grades: [https://catalog.tamucc.edu/graduate/general-academic-policies-regulations/](https://catalog.tamucc.edu/graduate/general-academic-policies-regulations/)
  - Calculation of Grade Point Average: [https://catalog.tamucc.edu/graduate/general-academic-policies-regulations/](https://catalog.tamucc.edu/graduate/general-academic-policies-regulations/)
  - Change of Grade: [https://catalog.tamucc.edu/graduate/general-academic-policies-regulations/](https://catalog.tamucc.edu/graduate/general-academic-policies-regulations/)
  - Removing the Grade of Incomplete: [https://catalog.tamucc.edu/graduate/general-academic-policies-regulations/](https://catalog.tamucc.edu/graduate/general-academic-policies-regulations/)
  - Credit/No Credit Grading: [https://catalog.tamucc.edu/graduate/general-academic-policies-regulations/](https://catalog.tamucc.edu/graduate/general-academic-policies-regulations/)

- Academic Appeals Policy
  - Grade Appeals Process: [https://catalog.tamucc.edu/graduate/general-academic-policies-regulations/](https://catalog.tamucc.edu/graduate/general-academic-policies-regulations/)

- Academic Integrity/Honesty Policies
  - Academic Integrity: [https://catalog.tamucc.edu/graduate/general-academic-policies-regulations/](https://catalog.tamucc.edu/graduate/general-academic-policies-regulations/)

- Good standing/academic probation/enforced withdrawal
  - Academic Requirement for Graduate Work: [https://catalog.tamucc.edu/graduate/academic-degree-requirements/](https://catalog.tamucc.edu/graduate/academic-degree-requirements/)
  - Scholastic Probation and Enforced Withdrawal: [https://catalog.tamucc.edu/graduate/academic-degree-requirements/](https://catalog.tamucc.edu/graduate/academic-degree-requirements/)

- Reinstatement
  - Reinstatement: [https://catalog.tamucc.edu/graduate/academic-degree-requirements/](https://catalog.tamucc.edu/graduate/academic-degree-requirements/)
Texas 99-Hour Rule
  o Texas 99 Hour Rule: https://catalog.tamucc.edu/graduate/academic-degree-requirements/

Graduate Academic/Degree Requirements (e.g., general university requirements for master’s and terminal degrees)
  o Degree Plans: https://catalog.tamucc.edu/graduate/academic-degree-requirements/

Exit Requirements:
  o Exit Requirements: https://catalog.tamucc.edu/graduate/academic-degree-requirements/

Important University Resources

Student Health Services

The university has a University Health Center that provides health care services to students. Health Center visits are by appointment only. To schedule a virtual or in-person appointment, please call the Health Center at (361) 825-2601.

The University Health Center is located in the Sandpiper Building and is open Monday – Friday 8:00 AM – 5:00 PM (closed 12:00 PM – 1:00 PM for lunch).

Counseling Services

The University Counseling Center (UCC) offers a range of services to support students. Their goal is to provide students with timely and flexible access to wellness and mental health resources and to empower students to find solutions, achieve their goals, and feel better. TAMU-CC students who are enrolled for the current academic term, have paid the Student Services fee, and whose needs match our services, are eligible for Counseling Center services.

- If you are in crisis, or are concerned about a TAMUCC student in crisis, please call us at 361-825-2703. Counselors are available by phone 24 hours a day, every day to speak with you. If you call outside of regular business hours (over the noon hour, after 5pm, weekends or holidays), you will hear a recording instructing you to press “2” to be connected to the after-hours crisis counselor. The Counselor on Duty can meet face to face with students who are in crisis during regular business hours.
- Not in crisis but wanting to talk to a counselor? Virtual Consult Hours with the Counselor on Duty are available Monday-Friday. Call 361-825-2703.
Academic Resources

GROW

As part of the College of Graduate Studies, the Graduate Resource and Opportunity Workspace (GROW) offers graduate students’ exclusive space and resources tailored specifically to their academic needs and professional development. GROW provides services including professional workshops, student support events, networking activities, and community service opportunities.

CASA

Library

The Mary and Jeff Bell Library is available to students enrolled at TAMUCC. The Department of Kinesiology and Athletic Training Program has a librarian dedicated to helping students, Trisha Hernandez. The Program has created an Athletic Training Research Guide on the Library page as well.
Overview of the Athletic Training Profession

The Certified Athletic Trainer

Athletic Trainers (ATs) are health care professionals who collaborate with physicians to optimize patient and client activity and participation in athletics, work, and life. The practice of athletic training encompasses the prevention, examination and diagnosis, treatment, and rehabilitation of emergent, acute, subacute, and chronic neuromusculoskeletal conditions and certain medical conditions to minimize subsequent impairments, functional limitations, disability, and societal limitations. Athletic Trainers are highly educated and skilled allied healthcare professionals who are recognized by the American Medical Association (AMA).

Clinical Practice Settings

In cooperation with physicians and other allied health personnel, the Athletic Trainer functions as an integral member of the health care team. Athletic trainers’ work settings can include high schools, colleges, universities, professional sports teams, hospitals, rehabilitation clinics, physicians’ offices, corporate and industrial institutions, the military, and the performing arts. Regardless of their practice setting, athletic trainers practice athletic training (or provide athletic training services) according to their education (NATA, Professional Interests) and state practice act.

Education Requirements

Athletic Trainers must possess, at minimum, a degree from an Accredited Athletic Training Program (MS in AT Program). As of 2022, all Athletic Training curriculum must be delivered at the graduate level from a master’s degree granting program. The Commission on Accreditation of Athletic Training Education (CAATE) is the recognized accrediting body for Athletic Training Programs across the country and the TAMUCC MS in AT Program. The TAMUCC Athletic Training Program received initial accreditation status in the Fall 2008. In 2016, the TAMUCC MS in AT Program discontinued the undergraduate degree and accepted the last undergraduate cohort. In 2018, the Master of Science in Athletic Training was approved by the Coordinating Board for the state of Texas and TAMUCC allowing the program to be offered. As of April 2020, the Athletic Training Program at TAMUCC successfully transitioned our accreditation from the undergraduate level to the graduate level to allow for the delivery of athletic training curriculum at the master’s level.

Comprised of classroom and clinical education experiences, the TAMUCCMS in AT Program emphasizes a learning-over-time approach to the development of knowledge, skills, and abilities essential to the practice of athletic training. Students obtain classroom knowledge through coursework and clinical skills in structured laboratory settings which are transferred into supervised clinical practice involving not only psychomotor skill development, but also applied decision-making, evidence-based practices, and clinical reasoning skills. Students are exposed to a multi-disciplinary approach during clinical assignments, by utilizing a variety of health care professionals in multiple venues. The TAMUCCMS in AT Program strives to educate students...
within the model of an evidence-based curriculum and develop students’ clinical skills, while incorporating foundational behaviors in all elements of all facets of the health care delivery model. The five domains and tasks of Athletic Training (Practice Analysis, 7th Edition) will provide the educational framework for education and clinical practice:

1. *Injury and Illness Prevention and Wellness Promotion:* Promoting healthy lifestyle behaviors with effective education and communication to enhance wellness and minimize the risk of injury and illness
2. *Examination, Assessment and Diagnosis:* Implementing systematic, evidence-based examinations and assessments to formulate valid clinical diagnoses and determine patients’ plan of care
3. *Immediate and Emergency Care:* Integrating best practices in immediate and emergency care for optimal outcomes
4. *Therapeutic Intervention:* Rehabilitating and reconditioning injuries, illnesses and general medical conditions with the goal of achieving optimal activity level based on core concepts (i.e., knowledge and skillsets fundamental to all aspects of therapeutic interventions) using the applications of therapeutic exercise, modality devices and manual techniques
5. *Healthcare Administration and Professional Responsibility:* Integrating best practices in policy construction and implementation, documentation, and basic business practices to promote optimal patient care and employee well-being

The educational requirements for CAATE-accredited professional Athletic Training Programs include the acquisition of knowledge, skills and clinical abilities along with foundational behaviors of professional practice also known as Section IV: Curricular Content of the 2020 Standards for Accreditation of Professional Athletic Training Programs.

Athletic Training Students will receive formal instruction in the following specific subject matter areas identified in the Competencies:
- Patient-Centered Care
- Interprofessional Practice and Interprofessional Education
- Evidence-Based Practice
- Quality Improvement
- Health Care Informatics
- Professionalism
- Patient/Client Care
  - Care Plan
  - Examination, Diagnosis, and Intervention
- Prevention, Health Promotion, and Wellness
- Health Care Administration

Athletic Training Students will engage in clinical learning experiences in addition to didactic classroom experiences. Athletic Training clinical experiences are supervised by a preceptor who is an Athletic Trainer or a Physician (Standard 31). Students will gain experiences with patients with a variety of client/patient populations (Standard 17) and with a variety of health conditions
commonly seen in athletic training practice (Standard 18). While enrolled in the TAMUCC MS in AT Program, students will have five clinical rotations, including several immersive experiences (Standard 16), to prepare them for a wide array of career paths following graduation.

Potential Employment Settings

Upon program completion, a successful Board of Certification national examination, and state licensure application (where necessary, other credentialing may apply) students will be eligible to work in a variety of career paths and professional interests, including:

- College/University
- Higher Education
- Professional Sports
- Secondary Schools
- Middle Schools
- Emerging settings
- Education
- International
- Emerging Settings
  - Health Care Administration & Rehabilitation
  - Armed Forces & Tactical Medicine
  - Occupational Health
  - Performing Arts
  - Physician Practice (formerly known as Physician Extenders)
  - Public Safety

Additional information regarding career options can be located by visiting the National Athletic Trainers’ Association website: https://www.nata.org/professional-interests

Accreditation Status

The Master of Science in Athletic Training program at Texas A&M University-Corpus Christi is accredited by the Commission on Accreditation of Athletic Training Education (CAATE), 2001 K Street NW, 3rd Floor North, Washington, DC 20006.

The program is accredited by the Commission on Accreditation of Athletic Training (CAATE) until 2022 when the program will have a site visit for continued accreditation.
Contact Information for the Commission on Accreditation of Athletic Training Education:

**CAATE**  
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**Certification and Licensure**

Upon completion of the degree program, students will have met all requirements to sit for the national [Board of Certification (BOC)](http://www.boc.org) examination to practice Athletic Training. Additionally, students will be eligible to apply for [Texas Department of Licensing and Regulation (TDLR) Athletic Training Licensure](http://www.tdlr.state.tx.us/).

**NATA Code of Ethics**

Students within the TAMUCC MS in AT Program are expected to uphold appropriate professional standards, such as those outlined by the [National Athletic Trainers’ Association’s Code of Professional Ethics](http://www.nata.org) and the TAMUCC MS in AT Program handbook.

The [Code of Ethics of the National Athletic Trainers’ Association](http://www.nata.org) was developed and published to establish the principles of ethical behavior which should be followed in the practice of Athletic Training. The Code of Ethics is intended to establish and maintain high standards of professional practice and professionalism for all Athletic Trainers in the profession. The principles in the Code of Ethics cannot cover all situations encountered by the practicing Athletic Trainer; however, they should be representative of the spirit with which decisions should be made. When a Code of Ethics and the law, the law prevails.

- **Principle 1**: Members shall respect the rights, welfare, and dignity of all individuals.
- **Principle 2**: Members shall comply with the laws and regulations governing the practice of Athletic Training.
- **Principle 3**: Members shall maintain and promote high standards in their provision of services.
- **Principle 4**: Members shall not engage in conduct that could be construed as a conflict of interest or that reflects negatively on the profession.

For a complete copy of the ethics and for information reporting a violation of ethics, visit the [NATA web page](http://www.nata.org).
BOC Practice Standards

I. Practice Standards

Preamble
The Practice Standards (Standards) establish essential practice expectations for all athletic trainers. Compliance with the Standards is mandatory.

The BOC does not express an opinion on the competence or warrant job performance of credential holders; however, every Athletic Trainer and applicant must always agree to comply with the Practice Standards.

Standard 1: Direction - The Athletic Trainer renders service or treatment under the direction of, or in collaboration with a physician, in accordance with their training and the state’s statutes, rules and regulations.

Standard 2: Prevention - The Athletic Trainer implements measures to prevent and/or mitigate injury, illness and long-term disability.

Standard 3: Immediate Care - The Athletic Trainer provides care procedures used in acute and/or emergency situations, independent of setting.

Standard 4: Examination, Assessment and Diagnosis - The Athletic Trainer utilizes patient history and appropriate physical examination procedures to determine the patient’s impairments, diagnosis, level of function and disposition.

Standard 5: Therapeutic Intervention - The Athletic Trainer determines appropriate treatment, rehabilitation and/or reconditioning strategies. Intervention program objectives include long and short-term goals and an appraisal of those which the patient can realistically be expected to achieve from the program. Appropriate patient-centered outcomes assessments are utilized to document efficacy of interventions.

Standard 6: Program Discontinuation - The Athletic Trainer may recommend discontinuation of the intervention program at such time the patient has received optimal benefit of the program. A final assessment of the patients’ status is included in the discharge note.

Standard 7: Organization and Administration - The Athletic Trainer documents all procedures and services in accordance with local, state and federal laws, rules and guidelines.

II. Code of Professional Responsibility

Preamble
The Code of Professional Responsibility (Code) mandates that BOC credential holders and applicants act in a professionally responsible manner in all athletic training services and activities. The BOC requires all Athletic Trainers and applicants to comply with the Code. The BOC may discipline, revoke or take other action with regard to the application or certification of an individual that does not adhere to the Code. The Professional Practice and Discipline Guidelines and Procedures may be accessed via the BOC website.
Code 1. Patient Care Responsibilities
The Athletic Trainer or applicant:
1.1 Renders quality patient care regardless of the patient’s age, gender, race, religion, disability, sexual orientation, or any other characteristic protected by law
1.2 Protects the patient from undue harm and acts always in the patient’s best interests and is an advocate for the patient’s welfare, including taking appropriate action to protect patients from healthcare providers or athletic training students who are, impaired or engaged in illegal or unethical practice
1.3 Demonstrates sound clinical judgment that is based upon current knowledge, evidence-based guidelines and the thoughtful and safe application of resources, treatments and therapies
1.4 Communicates effectively and truthfully with patients and other persons involved in the patient’s program, while maintaining privacy and confidentiality of patient information in accordance with applicable law
1.4.1 Demonstrates respect for cultural diversity and understanding of the impact of cultural and religious values
1.5 Develops and maintains a relationship of trust and confidence with the patient and/or the parent/guardian of a minor patient and does not exploit the relationship for personal or financial gain
1.6 Does not engage in intimate or sexual activity with a patient and/or the parent/guardian of a minor patient
1.7 Informs the patient and/or the parent/guardian of a minor patient of any risks involved in the treatment plan
1.7.1 Does not make unsupported claims about the safety or efficacy of treatment

Code 2. Competency
The Athletic Trainer or applicant:
2.1 Engages in lifelong, professional and continuing educational activities to promote continued competence
2.2 Complies with the most current BOC recertification policies and requirements

Code 3. Professional Responsibility
The Athletic Trainer or applicant:
3.1 Practices in accordance with the most current BOC Practice Standards
3.2 Practices in accordance with applicable local, state and/or federal rules, requirements, regulations and/or laws related to the practice of athletic training
3.3 Practices in collaboration and cooperation with others involved in a patient’s care when warranted; respecting the expertise and medico-legal responsibility of all parties

3.4 Provides athletic training services only when there is a reasonable expectation that an individual will benefit from such services

3.5 Does not misrepresent in any manner, either directly or indirectly, their skills, training, professional credentials, identity or services or the skills, training, credentials, identity or services of athletic training

3.5.1 Provides only those services for which they are prepared and permitted to perform by applicable local, state and/or federal rules, requirements, regulations and/or laws related to the practice of athletic training

3.6 Does not guarantee the results of any athletic training service

3.7 Complies with all BOC exam eligibility requirements

3.8 Ensures that any information provided to the BOC in connection with exam eligibility, certification recertification or reinstatement including but not limited to, exam applications, reinstatement applications or continuing education forms, is accurate and truthful

3.9 Does not possess, use, copy, access, distribute or discuss certification exams, self-assessment and practice exams, score reports, answer sheets, certificates, certificate or applicant files, documents, or other materials without proper authorization

3.10 Takes no action that leads, or may lead, to the conviction, plea of guilty or plea of nolo contendere (no contest) to any felony or to a misdemeanor related to public health, patient care, athletics or education; this includes, but is not limited to: rape; sexual abuse or misconduct; actual or threatened use of violence; the prohibited sale or distribution of controlled substances, or the possession with intent to distribute controlled substances; or improper influence of the outcome or score of an athletic contest or event

3.11 Reports any suspected or known violation of applicable local, state and/or federal rules, requirements, regulations and/or laws by him/herself and/or by another Athletic Trainer that is related to the practice of athletic training

3.12 Reports any criminal convictions (with the exception of misdemeanor traffic offenses or traffic ordinance violations that do not involve the use of alcohol or drugs) and/or professional suspension, discipline or sanction received by him/herself or by another Athletic Trainer that is related to athletic training

3.13 Cooperates with BOC investigations into alleged illegal or unethical activities. Cooperation includes, but is not limited to, providing candid, honest and timely responses to requests for information

3.14 Complies with all confidentiality and disclosure requirements of the BOC and existing law
3.15 Does not endorse or advertise products or services with the use of, or by reference to, the BOC name without proper authorization.
3.16 Complies with all conditions and requirements arising from certification restrictions or disciplinary actions taken by the BOC, including, but not limited to, conditions and requirements contained in decision letters and consent agreements entered into pursuant to Section 4 of the *BOC Professional Practice and Discipline Guidelines and Procedures*.
3.17 Fulfills financial obligations for all BOC billable goods and services provided.

**Code 4. Research**
The Athletic Trainer or applicant who engages in research:
4.1 Conducts research according to accepted ethical research and reporting standards established by public law, institutional procedures and/or the health professions.
4.2 Protects the human rights and well-being of research participants.
4.3 Conducts research activities intended to improve knowledge, practice, education, outcomes and/or public policy relative to the organization and administration of health systems and/or healthcare delivery.

**Code 5. Social Responsibility**
The Athletic Trainer or applicant:
5.1 Strives to serve the profession and the community in a manner that benefits society at large.
5.2 Advocates for appropriate health care to address societal health needs and goals.

**Code 6. Business Practices**
The Athletic Trainer or applicant:
6.1 Does not participate in deceptive or fraudulent business practices.
6.2 Seeks remuneration only for those services rendered or supervised by an AT; does not charge for services not rendered.
   6.2.1 Provides documentation to support recorded charges.
   6.2.2 Ensures all fees are commensurate with services rendered.
6.3 Maintains adequate and customary professional liability insurance.
6.4 Acknowledges and mitigates conflicts of interest.

**Examples of Ethical Violations**

Some examples of ethical violations may include:
- Theft or malicious destruction of any Athletic Training Center, Recreational Sports, or Athletic Department property.
• Any activities in violation of university regulations.
• Negligent performance or failure to prevent the endangerment of a student-athlete.
• Violation of the NATA Code of Ethics for Athletic Training Students (see above)
• Verbal abuse of staff, student-athletes, or other athletic personnel (profanity, derogatory language, threats, etc.).
• Physical abuse of staff, student-athletes, or other athletic personnel.
• Breaking patient confidentiality (may include FERPA and/or HIPAA laws).
• Displaying disrespectful behavior to a student-athlete, coach, or other athletic personnel (including fans) of TAMUCC or a visiting team prior to, during, or after a competition.
• Unauthorized personal use of the telephone.
• Unauthorized use of the staffs’ computers.
• Displaying unprofessional language (swearing, inappropriate conversation, etc.).

Other ethical violations may be determined by the program faculty and/or program preceptors. In the event an ethical violation has been determined to occur, then the program will schedule a meeting with the student, faculty, and/or preceptor to determine the severity of the violation and the remediation and/or dismissal plan for the student.

Please note, some ethical violations may need to be reported to university officials as well which may result in a university investigation and/or further remediation, punishment, and/or additional sanctions levied by the University.
Texas A&M University-Corpus Christi Athletic Training Program

Vision Statement
The vision of the TAMUCC Athletic Training Program is to be recognized as a leader in the education of Athletic Trainers and to contribute and advance the field knowledge regarding injury prevention, injury recognition, injury management, and inter-professional collaboration. The TAMUCC Athletic Training program will serve as a model for community partnerships within South Texas and the Coastal Bend and will strive to provide innovative evidence-based programming.

Mission Statement
The Texas A&M University-Corpus Christi Master of Science in Athletic Training Program is devoted to excellence in instruction, research, and service. The Athletic Training Program provides a challenging, comprehensive, and student-centered learning environment preparing students to excel at the professional level as a productive and engaged athletic trainer. As the only accredited program located in South Texas that is also a Hispanic Serving Institution (HSI), the program is committed to providing educational opportunities for students with the goal of increasing diversity in the professional practice and narrowing educational attainment gaps.

The program incorporates the values of a supportive academic and clinical community, which promotes professional leadership and ethical conduct through an abundance of active learning opportunities creating life-long learners. Students are prepared for employment in a variety of athletic training settings. Students obtain the skills to collaborate with local and global allied healthcare partners creating an interprofessional team designed for high quality comprehensive patient care. Graduates of the program are prepared to serve a diverse population in a culturally competent and responsive manner.

Comprehensive Assessment Plan Evaluation
The TAMUCC Athletic Training Program will assess the comprehensive assessment plan based on the given timelines. The program will indicate programmatic assessment based upon the following 5-point Likert scale: 5 - Exceeds Expectations; 4 - Meets Expectations; 3 - In Progress; 2 - Needs Improvement; 1 - Fails Expectations.

A narrative explanation to document statistical progress and may also be included suggestions for improvement.

A completed copy of the comprehensive assessment plan can be located on the MS in Athletic Training Website: https://gradcollege.tamucc.edu/degrees/education/athletic_training.html
Overall Program Achievement Outcomes

Objectives:
The MS in Athletic Training is expected to provide students with the following educational experience:

1. Provide opportunities for interdisciplinary interactions with a variety of healthcare professionals.
2. Provide challenging coursework and clinical education experiences which prepare students to pass the Board of Certification (BOC) examination on the first attempt.
3. Demonstrate successful graduate rates for students following the approved degree plan (2 years for the graduate Master of Science in Athletic Training Program).
4. Provide a comprehensive academic curriculum which adequately prepares the student to either gain employment as an entry-level certified Athletic Trainer, or to successfully pursue advanced study in athletic training or a related health-care field.
5. Provide an atmosphere encouraging professionalism and continued education maintenance through membership(s) in professional organizations, and presentations at state, district, and national meetings.

Assessment Plan:

Measurement — Assessment of the overall program achievement goals includes the intended/expected outcomes:

1. MS in AT students first time pass rate on the BOC exam equals or exceeds the national average.
2. Graduation rates are above 90% for all admitted AT Students.
3. Employment rates are above 90% for AT graduates entering either employment as an Athletic Trainer or continuing education in a related health-care field.

Student Learning Objectives & Outcomes
The TAMUCC AT program has identified four (4) goals consistent with the mission of the Athletic Training Program; the Kinesiology Department; the College of Education; and Texas A&M University, Corpus Christi. Specific assessment plans have been developed for each goal incorporating the quality of classroom/clinical instruction and effective learning (student learning objectives & outcomes).

Goal #1
To prepare AT students for employment in the athletic training profession.

Objectives:
1. Provide quality coursework addressing content areas identified by the current 2020 Standards for Accreditation of Professional Athletic Training Programs and the Practice Analysis, 7th Edition (PA7).
2. Provide controlled integration of clinical competency assessment and feedback via a competency clinic.

Assessment Plan:

1.1 Student Learning Outcome — Provide Quality Coursework

Student will be offered the following educational standards:

1. Course instructors have highly structured lesson plans and adequate knowledge of subject matter.
2. Each syllabus will be designed to align the student learning outcomes with the 2020 Standards for Accreditation of Professional Athletic Training Programs and the Practice Analysis, 7th Edition (PA7).
3. Course instructors use current, relevant course materials and technology (i.e., texts, websites, presentation media, etc.).
4. Course instructors create a safe, inclusive, and collaborative learning environment.
5. Course instructors display professional demeanor.
6. Course instructors maintain positive attitudes and a respectful classroom environment.
7. Facilities are adequate for learning of both theoretical knowledge and psychomotor skill components.
8. Equipment/supplies are accessible and adequately available in quantity and quality.

1.2 Student Learning Outcome — Provide Clinical Competency Assessment and Feedback via a Competency Clinic

Athletic training students will demonstrate the knowledge, skills, and abilities to:

1. Recognize and implement prevention strategies for reducing risk of injury and/or illness based upon the best evidence available, incorporating patient values, and clinician expertise.
2. Understand the pathomechanics and development, progression, and epidemiology of injuries, illnesses, and diseases.
3. Examine and diagnose a patient to identify injuries, illnesses, or conditions to direct proper care, including referral to allied health care professionals.
4. Understand medical conditions and disabilities associated with the physically active population.
5. Plan, implement, document, and evaluate the efficacy of therapeutic intervention for the treatment and reconditioning of injuries, illnesses, or conditions.
6. Understand pharmacologic applications and governing pharmacy
regulations relevant to the treatment of injuries, illnesses, and diseases.

7. Identify local, state, and federal practice acts and implement standard operating procedures in conjunction with an overseeing physician to maintain legal compliance.

8. Recognize, intervene, and refer (when necessary) patients exhibiting sociocultural, mental, emotional, and psychological behavioral concerns or conditions.

9. Develop, administer, and manage a healthcare facility and associated venues which provide healthcare to a physically active population.

10. Understand professional responsibilities and avenues of professional development to promote and advocate athletic training as a professional discipline.

11. Demonstrate high standards of professional practice and ethical behavior when filling the role as an Athletic Trainer.

**Goal #2**

To provide high quality clinical experience for AT students in athletic training.

**Objectives:**

1. Provide structured and progressive learning opportunities which integrate theoretical knowledge and psychomotor skill components.

2. Identify and evaluate quality preceptors to assign AT students.

3. Provide quality clinical education experiences in a variety of venues working with differing populations including throughout the lifespan; of different sexes (genders), with different socioeconomic statuses, of varying levels of activity and athletic ability, and who participate in non-sport activities.

**Assessment Plan:**

**2.1 Student Learning Outcome — Provide Structured and Progressive Learning Opportunities**

Clinical learning opportunities will:

1. Clinical Education Coordinator and the Program Director will evaluate and assess student clinical placements each semester.

2. Students will become increasingly integrated into their clinical learning experiences with a culminating immersive 7-week experience.

**2.2 Student Learning Outcome — Assignment of Quality Preceptors**

Quality preceptors will:
1. Preceptors will be required to acknowledge they have received training from the MS in AT Program each year. The Preceptor Acknowledgement statement includes preceptor expectations, policies and procedures associated with serving as a program preceptor. Additionally, Preceptors will be provided contact information for programmatic officials in the event of conflict or concern.

2. Preceptors will upload their credentials and resume annually to ATrack for program review and approval to ensure Preceptors are maintaining their state licensure, BOC credential, and CPR certification.

3. Preceptors promote student critical thinking and take the opportunity to engage in “teachable moments” when they occur in the clinical setting.

4. Preceptors will model positive personal and professional attributes in the clinical environment and when dealing with patient populations and supervising MS in AT Students.

**2.3 Student Learning Outcome — Provide Clinical Education Experiences in a Variety of Venues**

Athletic training students will:

1. Clinical sites are adequate for the clinical education experience.
2. Equipment/supplies at clinical sites are accessible and adequately available in quantity and quality.
3. Exposure to a variety of patient populations and clinical settings.

**Goal #3**

To prepare AT students to use written and verbal communication consistent with the language of allied health professionals.

**Objectives:**

1. Provide students the opportunity to identify, read, and critically evaluate relevant research in the discipline.
2. Provide opportunities for students to engage with allied health care professionals of differing specialties during their clinical education experiences.

**Assessments:**

**3.1 Student Learning Outcome — Provide Students Opportunities to Identify, Read, and Critically Evaluate Relevant Research**

Athletic training students will demonstrate the knowledge, skills, and abilities to:
1. Use the language of the discipline in coursework, clinical education experiences, and during professional discourse.
2. Utilize appropriate terminology during clinical education experiences while engaging with patients by writing SOAP notes, progress evaluations, rehabilitation notes, discharge summaries, and medical referrals.
3. Use appropriate verbal language that is culturally competent and inclusive during classroom discussions, presentations, and clinical education experiences.
4. Write article critiques of current relevant research utilizing the language of the discipline.
5. Write a critically appraised topic (CAT) after synthesizing the literature as a capstone project associated with SMED 5312 Research Capstone course.

3.2 Student Learning Outcome — Provide opportunities for students to engage with allied health care professionals of differing specialties during their clinical education experiences.

Student interaction with other allied health care professionals will include:

1. Students will be assigned a variety of clinical experiences while enrolled in the MS in AT Program including but not limited to: physical therapy, chiropractic, general medical, and surgical settings.

**Goal #4**

To prepare students for professional practice by demonstrating appropriate foundational behaviors (Primacy of the Patient; Team Approach to Practice; Legal Practice; Ethical Practice; Advancing Knowledge; Cultural Competence; Health Care Literacy; & Professionalism).

**Objectives:**

1. Students are familiar with the NATA Code of Ethics and professional standards of practice at the state and national levels.
2. Students develop professionalism to aid in their clinical practice.
3. Students will consider patient values during the clinical decision-making process. Students understand how patient values influence outcomes and can positively or negatively impact the patient’s experience.

**Assessments:**

4.1 Student Learning Outcome — Incorporation of NATA Code of Ethics and professional standards of practice

Students will be able to:
1. Model ethical behavior when addressing patient populations.
2. Maintain patient confidentiality in the clinical setting.

4.2 Student Learning Outcome — Professionalism in Clinical Practice

Athletic training students will demonstrate the knowledge, skills, and behaviors to:

1. Develop appropriate soft skills to aid in professional development.
2. Students engage in continuous quality improvement and develop life-long learning skills.

4.3 Student Learning Outcome — Cultural Competence

Athletic training students will demonstrate the knowledge, skills, and behaviors to:

1. Provide quality health care to a diverse patient population including but not limited to gender, race and ethnicity, sexual orientation, religion, and socioeconomic status.

Measures, Schedule of Use, & Summary of Data

In the Comprehensive Master Assessment Plan, all measures indicated are used annually unless otherwise stated. The AT program will present the data directly related to identified goals and objectives. Collecting and analyzing both qualitative and quantitative data is helpful to present a well-balanced view of the program. Data summary and analysis will identify AT program strengths/weaknesses, identify curricular areas needing modification and guide recommendations for overall program or curricular changes.
An Athletic Trainer’s Creed

We accept responsibility for athletes,
Who come to double days overweight and out of shape,
Who want you to lie about their height stats,
Who can never find their practice uniform.

And we accept responsibility for those,
Who forget to brush their hair for team pictures,
Who run slower than everyone else,
Who are from places we wouldn’t be caught dead in,
Who have never been away from home.

We accept responsibility for athletes,
Who bring in a week’s worth of ace bandages,
Who hug us when they are soaked with sweat and blood.

We accept responsibility for those, Who will always sit on the bench,
Who will forever play on the “scrub” team,
Who never get their uniforms dirty,
Which won’t ever see their name or picture in the paper,
Whose names people skim over in the team program,
Whose skills are lousy, but whose hearts are strong.

We accept responsibility for athletes,
Whose financial aid doesn’t come in until February,
Who are declared ineligible before they play their first game,
Who beg for aspirin, but forget to take it,
Who are always late for treatments,
Who lie about taking showers after practice,
Who say they have night class just so they can get to dinner on time,
Who squirm when they’ve got to get dressed beyond sweats,
Whose tears we sometimes laugh at, and whose smiles make us cry.

And we accept responsibility for those,
Whose feet always smell,
Who get angry for having to sit out practice,
Who hate doctors,
Whose egos are bigger than their bodies,
Who never want to be carried off the court,
Who always want to keep playing, even when their bodies no longer can.

We accept responsibility for athletes who want to be the greatest,
And for those who truly will be,
For those who never give up or quit, for those who play hard, no matter what the score.

Grant us the courage to accept these athletes,
No matter what size, shape, skill, personality.

Grant us the strength to do our best,
Care for them when they are hurt,
Encourage them when they are down,
Understand them when they are defeated,
Celebrate with them when they are victorious.
Athletic Training Program Application and Admission

Pre-Requisite Requirements

Applicants must demonstrate completion (or in-progress) of prerequisite courses with an average of a 3.0 grade point average across all courses at the undergraduate or graduate level for the following courses:

<table>
<thead>
<tr>
<th>RECOMMENDED COURSE TITLE (Equivalent Courses may be Considered)</th>
<th>RECOMMENDED CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology#</td>
<td>4 Credits</td>
</tr>
<tr>
<td>Anatomy &amp; Physiology I* OR Anatomy*</td>
<td>4 Credits</td>
</tr>
<tr>
<td>Anatomy &amp; Physiology II* OR Physiology*</td>
<td>4 Credits</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4 Credits</td>
</tr>
<tr>
<td>Physics</td>
<td>4 Credits</td>
</tr>
<tr>
<td>Introduction to Psychology</td>
<td>3 Credits</td>
</tr>
<tr>
<td>Introduction to Athletic Training OR</td>
<td>3 Credits</td>
</tr>
<tr>
<td>Anatomical Kinesiology OR Prevention &amp; Care</td>
<td>3 Credits</td>
</tr>
<tr>
<td>Strength &amp; Conditioning OR Exercise Testing and Prescription</td>
<td>3 Credits</td>
</tr>
<tr>
<td>Nutrition</td>
<td>3 Credits</td>
</tr>
<tr>
<td>Biomechanics [+ Lab Preferred]</td>
<td>3 or 4 Credits</td>
</tr>
<tr>
<td>Exercise Physiology [+ Lab Preferred]</td>
<td>3 or 4 Credits</td>
</tr>
<tr>
<td>Statistics</td>
<td>3 or 4 Credits</td>
</tr>
</tbody>
</table>

# A BIOLOGY COURSE IS ONLY REQUIRED if no other courses were taken with a biology prefix (i.e., Anatomy & Physiology in a Biology Department would satisfy this requirement, so no extra course would be needed in Biology)

* When anatomy and physiology are not combined as two courses (i.e., Anatomy & Physiology I and Anatomy & Physiology II), students will need to demonstrate completion of an anatomy course and a separate physiology course to meet this requirement.

Admission Requirements

To be admitted to the TAMUCC Master of Science in Athletic Training Program, students must participate in a selective admissions procedure. The Master of Science in Athletic Training Program will operate in a cohort model. Enrollment in the program is limited and students can only enter starting Summer I of each academic year. Students will start their academic curriculum in the summer session and will move though a pre-determined program.

Applicants must have obtained a bachelor’s degree from a regionally accredited academic institution (or foreign equivalent with satisfactory completion of the TOEFL). Candidates who are in their last semester (i.e., spring semester) prior to graduation and who are on track to complete their bachelor’s degree with the specified prerequisite course work, in compliance with the grade point criteria, and required application paperwork will also be considered. Candidates
who have not already obtained a degree will be conditionally admitted to the TAMUCC MS in AT Program to start summer courses.

Applicants must demonstrate an undergraduate GPA of 3.0 or higher (some exceptions are permissible).

In addition to being admitted to the Athletic Training Program, students must also apply directly to the Texas A&M University-Corpus Christi College of Graduate Studies to be considered for admission.

The priority deadline for the receipt of completed applications is March 1 (Domestic Applications) and February 15 (International Applications). The final deadline for receipt of completed applications is April 1 (Domestic Applications) and March 15 (International Applications).

Students must meet University admission requirements, as well as requirements for admission to the degree. MSAT candidate students will first apply to the Graduate Program via ApplyTexas (https://www.applytexas.org/adappc/gen/c_start.WBX).

**Application requirements specific to the MS in AT Program** include:

- Documentation of Health Physical by a Medical Doctor (*Appendix B*)
- Proof of Current Vaccination Series (*Appendix C*)
  - Medical documentation for students allergic to immunizations may be provided.
- Proof of Current TB Test (*Appendix D*) (within the past month) and/or medical documentation
- Signed Technical Standards Acknowledgment Form (*Appendix E*)
- Three Professional Recommendations (*Appendix F*)
  - Please provide the information for three professional references and forms will be sent to your references to fill out.
- Students must submit official transcripts from all institutions attended with a demonstrated 3.0 cumulative GPA
- Documentation of completion of the prerequisite courses utilizing the Pre-Requisite Course Self-Audit Form (*Appendix G*)

The Athletic Training program is a selective and competitive admissions program due to CAATE accreditation standards. The College of Education and Human Development graduate admissions requirements are specified in the COEHD’s Graduate Policies and Regulations section of this catalog. Additional MS in Athletic Training requirements and restrictions are listed below:

1. Applicants must have completed prerequisite courses as outlined in the MS Athletic Training Handbook except as noted below. The applicant's prerequisite GPA may be utilized to evaluate competitive admission.
   - Applicants who have taken coursework with similar content but with different course titles may request a course evaluation by the Athletic Training Admissions Committee.
(ATA C). Applicants must submit the course syllabus and description to the committee for review. The ATAC will make the determination about acceptability of such courses.

- Applicants who are in the process of completing prerequisite courses at the time of application may be accepted to the program on conditional admission status. Please see Conditional Admission section below.
- Applicants lacking one prerequisite course may be selected for admission to the program on a conditional admission status; however, the student must take the prerequisite course during the first semester following admission in addition to the two required program courses. Please see Conditional Admission section below.

2. Applicants who meet previous criteria will participate in an interview with the ATAC.

3. The ATAC will consider all professional and personal qualifications in determining applicants for admission to the program. Minimally meeting the required admissions criteria does not guarantee automatic admission to the program. The MS in Athletic Training is competitive and only a limited number of students will be admitted each year. The number of admitted students will be determined by the number of faculty, available space to facilitate learning, and by the number of clinical preceptors available for adequate supervision.

Individuals who are denied admission twice are ineligible for reconsideration for admission.

**Conditional Admission**

Students may be admitted conditionally at the discretion of the Athletic Training Admission Committee (ATAC). (See “Conditional Status” in the Admissions section of the graduate catalog.) Students who do not meet the 3.0 GPA criteria, are missing a prerequisite course, are in the process of completing prerequisite courses, are missing documentation in their admissions file, or have earned below a 3.0 in the required prerequisite courses may be granted conditional admission as determined by the ATAC.

All conditionally admitted students will be required to take SMED 5310: Evidence-Based Practice and SMED 5341: Law and Ethics in Athletic Training in their first semester. Students must earn a B or better in each course to progress in the program. Additionally, students who are conditionally admitted but are missing prerequisite courses will be required to complete the prerequisite courses during their first semester with a grade of C or better and a resultant average GPA of 3.0 on all prerequisite courses.

Failure to earn a B or better in either SMED 5310 or 5341, satisfactorily complete prerequisite coursework during the first semester or maintain a 3.0 GPA or better for all prerequisite courses will result in dismissal from the MS in Athletic Training program.
Transfer Credit

Due to the accreditation standards set forth by the Commission on Accreditation of Athletic Training Education (CAATE), no courses taken at this University, or any other university may be applied to this specific graduate degree at TAMU-CC.

Selection Criteria for Admission

All admissions documents will be reviewed by the College of Graduate Studies on the ApplyTexas portal. Once a completed application has been submitted, College of Graduate Studies will notify the MSAT Program Director who will have access to the ApplyTexas portal with all submitted documentation. A MSAT Admissions Committee will consist of all MSAT core faculty members.

The MSAT Admissions Committee will use the Weighted Rubric (listed below) to evaluate candidates based on their cumulative GPA, pre-requisite GPA, interview, and recommendation letters to compare candidates.

Weighting Scale Evaluation Tool for MSAT Admissions Committee

TEXAS A&M UNIVERSITY, CORPUS CHRISTI
MASTER OF SCIENCE IN ATHLETIC TRAINING PROGRAM
Weighting Procedures for Selection Process

50-point total

**Pre-Requisite Course GPA (22 points)**

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<th>GPA</th>
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**Cumulative GPA (11 points)**

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**Interview (10 points)** – An average score from all evaluators.

- 5 = 10 points
- 4 = 8 points
• 3 = 6 points  
• 2 = 4 point  
• 1 = 2 points  

• **Recommendation Form (7 points)** – Sum the point total from all questions and divide by the number of questions that the evaluator responded to (do not include "unable to evaluate"). Average the three evaluators’ scores together. 
  • 4.50-5.00 = 7 points  
  • 3.60-4.40 = 5 points  
  • 3.00-3.50 = 3 points  
  • 0.00-2.90 = 0 points

Once feedback from all members of the Section Committee is collected, the Program Administrative team will select the top candidates and will notify the College of Graduate Studies. The College of Graduate Studies will inform students of their admission to the MS in AT Program.

**Academic Standards**

Students will progress through the MS in Athletic Training curriculum in a cohort model. Courses are designed in a specific sequence and students are required to progress through the designed curriculum with specific requirements. Please see the course syllabi for individual course requirements. Please see the MS in Athletic Training Handbook posted on the program’s website regarding programmatic progression, retention, and dismissal policies (http://education.tamucc.edu/files/handbooks/masters_handbook_atp.pdf).

Students can earn a maximum of two (2) Cs to remain in the program. If a student earns more than two (2) Cs or below at any time during the program, the student will be dismissed from the program, even if the GPA does not fall below 3.0.

All requirements, including coursework at Texas A&M University–Corpus Christi, must be completed within seven (7) calendar years from the date of initial enrollment in coursework. No transfer credit will be accepted towards the MS in Athletic Training degree.

**Progression, Retention, & Dismissal**

All students must meet the standards for minimal performance and progression as outlined in the Graduate Academics and Degree Requirements section of the [graduate catalog](http://education.tamucc.edu/files/handbooks/masters_handbook_atp.pdf).

Students who drop a course or do not enroll in a semester in which they are eligible to enroll will only have access to subsequent courses in their area of study when space is available. Therefore, it is highly recommended that students consult the graduate athletic training academic advisor or the Athletic Training Program Director before withdrawing from any course.
Students may be dismissed from the program without previous warning for unsafe and/or unprofessional behavior identified by Athletic Training program administrators and faculty. The conduct of athletic training students should meet ethical standards as defined by the National Athletic Trainers’ Association (NATA) Code of Ethics. Personal integrity is reflected in professional judgments. Consequently, the MS in Athletic Training program reserves the right to dismiss students from the program for unprofessional or unsafe behavior. Please see the *MS in Athletic Training Handbook for the Code of Ethics* and examples of violations.

**Advising**

Every effort has been made to assure the accuracy of the information in this catalog. Students are advised, however, that such information is subject to change without notice. Therefore, students should consult with appointed academic advisors each semester prior to registration. Students should be aware that courses are offered in a specific sequence in a cohort model.

**Fitness to Practice**

In addition to meeting or exceeding academic standards, students pursuing the MS in Athletic Training must meet fitness to practice standards that are assessed by faculty and/or preceptors throughout the program.

These standards include demonstration of physical skills, competencies, and assessments in their interaction with others, proficiencies for the CAATE competencies and standards, and the requirements to practice as an Athletic Trainer in the State of Texas. In addition, students must demonstrate professionalism as outlined in the MS in Athletic Training Handbook.

At regular intervals throughout the program, students will be evaluated regarding their clinical knowledge and professionalism by preceptors and/or faculty. Students who fail to demonstrate competency and/or professionalism may receive a program violation and/or may be asked to enter a remediation plan in order to remain in the program. If a remediation plan is developed, students must demonstrate satisfactory remediation prior to being allowed to continue towards graduation. Specific information concerning fitness to practice and codes in which students are expected to conform may be found in the MS in Athletic Training Handbook.

A student’s Academic Ability; Observation and Perception; Communication; Motor Coordination or Function; Intellectual, Conceptual, Integrative, and Quantitative Abilities; and Professionalism: Mature and Ethical Conduct are all outlined in the following section with the *Technical Standards History and Rationale*.

Additionally, all students are expected to adhere to the *Student Code of Conduct* and will conduct themselves with the highest standards of academic honesty. Students should be familiar with the University Handbook *Student Academic Misconduct (13.02.99.C0.04)* procedure.
Technical Standards History and Rationale

The landmark Americans with Disabilities Act of 1990, P.L. 101-336 (“ADA or “the Act”), enacted on July 26, 1990, provides comprehensive civil rights protections to qualified individuals with disabilities. The ADA was modeled after Section 504 of the Rehabilitation Act of 1973, which marked the beginning of equal opportunity for persons with disabilities. As amended, Section 504 “prohibits all programs or activities receiving federal financial assistance from discrimination against individuals with disabilities who are ‘otherwise qualified’ to participate in those programs.” With respect to post-secondary educational services, and “otherwise qualified” individual is a person with a disability “who meets the academic and technical standards requisite to admission or participation in the recipient’s education program or activity.”

Under the Americans with Disabilities Act, Title II and Title III are applicable to students with disabilities and their request for accommodations. Title II covers state colleges and universities. Title III pertains to private educational institutions; it prohibits discrimination based on disability in places of “public accommodations,” including undergraduate and postgraduate schools.

Given the intent of Section 504 and the ADA, the development of standards of practice for a profession, and the establishment of essential requirements to the student’s program of study, or directly related to licensing requirements, is allowable under these laws. In apply Section 504 regulations, which require individuals to meet the “academic and technical standards for admission,” the Supreme Court has stated that physical qualification could lawfully be considered “technical standard(s) for admission.”

Institutions may not, however, exclude an “otherwise qualified” applicant or student merely because of a disability if the institution can reasonably modify its program or responsibilities to accommodate the applicant or student with a disability. However, an institution need not provide accommodations or modify its program of study or responsibilities such that (a) would “fundamentally alter” and/or (b) place an “undue burden on” the educational program or academic requirements and technical standards which are essential to the program of study.

Once candidates are accepted into the TAMUCC MS in AT Program, they will be asked to sign the full Technical Standards form (Appendix H) as adopted from the NATA Education Council.

The TAMUCC MS in AT Program is a rigorous and intense program which places specific physical and emotional requirements and demands on the students enrolled in the program. The objective of this is to develop and prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the TAMUCC MS in AT Program and the NATA Education Council establish the essential qualities considered necessary for students admitted to the program to achieve the knowledge, skills, and competencies of an Athletic Trainer employed in the profession, as well as meet the expectations of the programs’ accrediting agency (CAATE). TAMUCC MS in AT Program is committed to the principles of equitable and accessible education and to providing reasonable accommodations to students with disabilities. The MS in AT Program endeavors to provide reasonable accommodations for qualified individuals with disabilities who apply for admission and are enrolled as athletic training students.
Should, despite reasonable accommodation (whether the candidate chooses to use the accommodation or not), a candidate’s existing or acquired disability, or disabilities, interfere with patient or peer safety, or otherwise impede their ability to complete the MS in AT Program’s educational program and advance to graduation or certification, the candidate may be separated or dismissed from the program. Students will be judged not only on their scholastic accomplishments, but also on their physical and emotional capacities to meet the full requirements of the Program curriculum, and to graduate as skilled and effective practitioners. Compliance with the program’s technical standards does not guarantee a student’s success on the BOC certification exam or employment prospects.

**Academic Ability**
Candidate must be able to clearly articulate and demonstrate knowledge, skills, and abilities. Students will have designed course work, labs, written exams, clinical exams, and clinical competency assessments. Candidates must be able to:

- Articulate fluently knowledge concepts that will communicate proficiency.
  - Candidates should review specific course syllabi and competency handbooks for additional information regarding proficiency demonstration.
- Demonstrate aptitude in clinical skills.
- Demonstrate competence in athletic training abilities.
- Communicate in ways that are culturally sensitive and demonstrate best available evidence.
- Conduct each interaction with professionalism and behaviors consistent with an athletic trainer.
- Show confidence (or demonstrate a willingness to address a lack of confidence) in interactions with preceptors, faculty, and patients.

**Observation and Perception**
Candidates must be able to accurately perceive, using senses and mental abilities, the presentation of information through:

- Small group discussions and presentations
- Large-group lectures
- One-on-one interactions
- Demonstrations
- Laboratory experiments
- Patient encounters
- Diagnostic findings
- Procedures
- Written material
- Audiovisual material

**Communication**
Candidates must be able to communicate skillfully (in English) with faculty members, preceptors, other members of the healthcare team, patients, families, and other students, to:

- Elicit information
- Perceive, acknowledge, and respond to nonverbal communication
• Convey information, verbally and in writing
• Clarify information
• Create rapport
• Develop therapeutic relationships

**Motor Coordination or Function**
Candidates should have enough motor function and coordination of both gross and fine muscular movements, equilibrium, and functional use of the sense of touch and vision to:
• Attend (and participate in) all classes, groups, and activities in the curriculum
• Examine patients
• Elicit information from patients by palpation, auscultation, percussion, special tests, dermatomes, myotomes, reflex testing and other diagnostic maneuvers
• Execute motor movements reasonably required to provide general care and emergency treatment to patients including cardiopulmonary resuscitation, application of pressure to stop bleeding, application of bandages for wound care, patient transport, and manual therapies
• Perform in a reasonably independent and competent way in sometimes chaotic clinical environments

**Intellectual, Conceptual, Integrative, and Quantitative Abilities**
Candidates must be able to demonstrate higher-level cognitive abilities, which include:
• Rational thought
• Measurement
• Calculation
• Visual-spatial comprehension
• Conceptualization
• Analysis
• Synthesis
• Organization
• Representation (oral, written, diagrammatic, three dimensional)
• Memory
• Application
• Clinical reasoning
• Ethical reasoning

**Professionalism: Mature and Ethical Conduct**
Candidates must be able to:
• Consistently display academic integrity, fairness, and respect for others.
• Promptly complete all assignments and responsibilities attendant to the diagnosis and care of patients
• Communicate with, examine, and provide care for all patients—including those whose gender, ethnicity, culture, sexual orientation, gender identity, or spiritual beliefs are different from candidates’ own
• Develop mature, sensitive, and effective relationships, not only with patients but with all members of the Program and healthcare teams
• Maintain sobriety in all academic and clinical environments, and refrain from the illegal use of substances always
• Abide by all state, federal, and local laws, as well as all University of North Carolina Wilmington codes of conduct
• Tolerate physically, emotionally, and mentally demanding workloads
• Function effectively under stress, and proactively make use of available resources to help maintain both physical and mental health
• Adapt to changing environments, display flexibility, and be able to learn in the face of uncertainty
• Take responsibility for themselves and their behaviors

Disability Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities.

If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in CCH 117.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Academic Progression Through the Master of Science in Athletic Training Degree

Students will progress through the Athletic Training curriculum in a cohort model. Courses are designed in a specific sequence and students are required to progress through the designed curriculum with specific requirements. Please see the course syllabi for individual course requirements.

All students must meet the ethical and professional guidelines set forth by the program. Students who violate the ethical or professional standards will be dismissed from the program, Student Handbook.

Time Limit to Degree and Recency of Credit for a Master of Science in Athletic Training Degree

The requirements for a Master’s degree at Texas A&M University-Corpus Christi must be completed within seven years following admission to the program. The seven-year period begins the first semester of enrollment and is calculated from the date of degree conferral. Credit that is more than seven years old will not be counted toward a master’s degree.
It is HIGHLY recommended that students follow the 2-year degree plan outlined by the program. The rapid changes in Athletic Training education may render a student unprepared to take a certification examination if too much time has passed between the educational content and an attempt of the Board of Certification or state licensure examinations.

**Student Responsibility for Academic Programming and Progression**

University personnel may assist students in progressing toward the degree that they are seeking. However, the final and ultimate responsibility for understanding and following the degree requirements rests with the students themselves. Each student is held responsible for knowing degree requirements, for enrolling in courses that fit into degree programs and for taking courses in the proper sequence to ensure orderly progression of work. The student must seek advice about degree requirements and other University policies when necessary. The student is held responsible for knowing and abiding by university regulations regarding the standard of work required to continue in the University, as well as those dealing with academic integrity, scholastic probation, suspension, and dismissal. Additionally, the student is expected to comply with the rules in the Student Handbook and Student Code of Conduct, as well as the processes in the latter, which are administered by the Office of Student Affairs. The Student Handbook and Student Code of Conduct are accessible at [http://www.tamucc.edu/~students](http://www.tamucc.edu/~students).

The University reserves the right to require a student to withdraw at any time, as well as the right to impose probation on any student whose conduct is unsatisfactory. An admission based on false statements or documents is void upon discovery of the fraud, and the student is not entitled to any credit for work that he/she may have done at the University. Upon dismissal or suspension from the University for cause, there will be no refund of tuition and fees. The balance due the University will be considered receivable and will be collected.

**MS in AT Degree Plan**

Students pursuing a Master of Science Degree in Athletic Training must maintain a (A&M Corpus Christi) cumulative graduate GPA of 3.0 or better. If a student’s cumulative GPA is less than a 3.0, the student will be dismissed from the MS in AT Program.

Students can earn a maximum of two (2) C’s to be eligible to remain in good standing and/or graduate from the AT Program. If a student earns more than two (2) C’s at any time during the program, the student will be dismissed from the AT Program.

All requirements, including coursework at Texas A&M University—Corpus Christi, must be completed within seven (7) calendar years from the date of initial enrollment in coursework. No transfer credit will be accepted towards the Athletic Training degree.
**Curriculum Sequence 2020-2021**

1st Year Summer – 12 Credits

- SMED 5310 - Evidence Based Practice (3 Credits)
- SMED 5341 - Law & Ethics in Athletic Training (3 Credits)
- SMED 5200 - Taping, Bracing, and Preventative Care in AT (2 Credits)
- SMED 5321 - Lower Extremity Assessment, Evaluation, and Tx (3 Credits)
- SMED 5100 - CPR/Basic Life Support (1 Credit) *

1st Year Fall – 10 Credits

- SMED 5322 - Upper Extremity Assessment, Evaluation, and Tx (3 Credits)
- SMED 5331 - Therapeutic Intervention I (3 Credits)
- SMED 5311 - Research I (3 Credits)
- SMED 5101 - Athletic Training Clinical Experience I (1 Credit) *

1st Year Spring – 10 Credits

- SMED 5323 - Head, Neck, & Spine Assessment, Evaluation, and Tx (3 Credits)
- SMED 5332 - Therapeutic Intervention II (3 Credits)
- SMED 5313 – Biological Statistics for Athletic Training (3 Credits)
- SMED 5102 - Athletic Training Clinical Experience II (1 Credit) *

2nd Year Summer – 8 Credits

- SMED 5324 - General Medical Conditions in the Athlete (3 Credits)
- SMED 5333 - Pharmacology for the Athlete (3 Credits)
- SMED 5103 - Athletic Training Clinical Experience III (1 Credit) *
- SMED 5100 - CPR/Basic Life Support (1 Credit) *

2nd Year Fall – 10 Credits

- SMED 5334 - Emerging Practice in Athletic Training (3 Credits)
- SMED 5342 - Sports Psychology in Athletic Training (3 Credits)
- SMED 5343 - Administration, Leadership & PD in AT (3 Credits)
- SMED 5104 - Athletic Training Clinical Experience IV (1 Credit) *

2nd Year Spring – 7 Credits

- SMED 5312 - Research Methods II (3 Credits)
- SMED 5335 - Athletic Training Seminar (3 Credits)
- SMED 5105 - Athletic Training Clinical Experience V (1 Credit) *

Total Number Credits Required to Complete Master’s Degree: 57 Credits

* Clinical Internship Course
* CPR Course is taken each year
Curriculum Sequence 2021-2022

1st Year Summer – 12 Credits
- SMED 5341 - Law & Ethics in Athletic Training (3 Credits)
- SMED 5310 - Evidence Based Practice (3 Credits)
- KINE 5393 - Clinical Anatomy (3 Credits)
- SMED 5200 - Taping, Bracing, and Preventative Care in AT (2 Credits)
- SMED 5100 - CPR/Basic Life Support (1 Credit)

1st Year Fall – 10 Credits
- SMED 5313 - Biological Statistics for Athletic Training (3 Credits)
- SMED 5321 - Lower Extremity Assessment, Evaluation, and Tx (3 Credits)
- SMED 5331 - Therapeutic Intervention I (3 Credits)
- SMED 5101 - Athletic Training Clinical Experience I (1 Credit)*

1st Year Spring – 10 Credits
- SMED 5322 - Upper Extremity Assessment, Evaluation, and Tx (3 Credits)
- SMED 5324 - General Medical Conditions in the Athlete (3 Credits)
- SMED 5332 - Therapeutic Intervention II (3 Credits)
- SMED 5102 - Athletic Training Clinical Experience II (1 Credit)*

2nd Year Summer – 8 Credits
- SMED 5333 - Pharmacology for the Athlete (3 Credits)
- SMED 5100 - CPR/Basic Life Support (1 Credit)#
- SMED 5323 - Head, Neck, & Spine Assessment, Evaluation, and Tx (3 Credits)
- SMED 5103 - Athletic Training Clinical Experience III (1 Credit)*

2nd Year Fall – 10 Credits
- SMED 5334 - Emerging Practice in Athletic Training (3 Credits)
- SMED 5342 - Sports Psychology in Athletic Training (3 Credits)
- SMED 5343 - Administration, Leadership & PD in AT (3 Credits)
- SMED 5104 - Athletic Training Clinical Experience IV (1 Credit)*

2nd Year Spring – 7 Credits
- SMED 5312 - Research Methods II (3 Credits)
- SMED 5335 - Athletic Training Seminar (3 Credits)
- SMED 5105 - Athletic Training Clinical Experience V (1 Credit)*

Total Number Credits Required to Complete Master’s Degree: 57 Credits

* Clinical Internship Course
# CPR Course is taken each year
Retention Standards

As a student in the Athletic Training Program, students must:

• Enroll as a full-time student.
• Demonstrate the knowledge, skills, and abilities consistent with other athletic training students and as expected by the program.
• Maintain a cumulative grade point average of 3.0 or higher.
• Achieve satisfactory evaluations in each Clinical Experience course before progressing.
• Meet regularly for academic advising with AT Program Faculty.
• Successfully complete coursework in the sequence indicated by the program of study, unless approved by Athletic Training Program Director.
• Abide by the Code of Ethics as established by the National Athletic Trainers' Association and the Board of Certification
• Abide by the Athletic Training Handbook
• Maintain a current ATrack account
• Maintain a current NPI number

Failure to meet the above standards may result in dismissal from the TAMUCC MS in AT Program.

Program Milestones and Expectations

Course Practical Exams

This section includes Practical Exams and course Mini-Practical Examinations. Students may be asked to complete practical examinations both during the semester and at the end of the semester as a cumulative examination. Students should consult with individual course syllabi to determine if mini-practical exams, practical exams, or final practical examinations are included and if they will be held to the 80% pass rate standard. It is up to the program whether final examination are offered as a practical examination, written comprehensive, and/or standardize patient.

Students will have the opportunity to demonstrate their knowledge and skill acquisition from information learned in course units. These practical examinations are used to build confidence and provide feedback as students demonstrate their knowledge, skills, and abilities. Communication is an important skill set for an athletic training professional. Demonstration of knowledge and skill concepts are a requirement of the Board of Certification (BOC) examination, so the program has developed opportunities for students to practice and develop these skills before attempting the certification examination.

Students must earn an 80% or better on practical examinations to progress to the next semester. If a student fails to earn an 80%, the student will be provided one additional opportunity to take the practical examination. The student will retain their original grade for the course grade calculation and the grade will not be replaced with the second attempt grade.

If a student earns less than an 80% on the make-up final written examination, then the student will receive an overall grade of “F” for the course and the student will not be allowed to progress in the Athletic Training Curriculum.
**Final Written Examinations**

Students may be asked to complete end of semester final written examinations. Students should consult with syllabi in each course to determine if the Final Examination(s) held to the 80% pass rate standard. It is up to the program whether final examination are offered as a practical examination, written comprehensive, and/or standardize patient. Students must earn at least an 80% during final semester examination(s) to pass athletic training courses.

If a student earns less than an 80% on designated practical examination, written examination, and/or standardized patient, then students will be given one additional opportunity to pass the examination. Students must schedule and take the second final practical examination within a reasonable time frame (students are required to wait at least 24 hours between tests) as designated by the faculty and/or AT Program. If a student does not pass on the second examination attempt, then the student earn an “F” in the course and will be required to retake the course. Students who earn an “F” in the course, will be required to re-take the course. Please note that having to re-take a course will result in the student being removed from the program until the course is offered again (the following year).

Multiple failing grades may result in a student’s dismissal from the AT Program. Failing grades may also result in dismissal of the student from the Program due to a drop in overall GPA calculations. All students must maintain a 3.0 GPA to be in good standing with the MS in AT Program.

The Program is doing everything in their power to ensure all students are prepared for their clinical examinations and subsequently are prepared for their Board of Certification examination. It is very important that students can successfully demonstrate both the knowledge and skills of athletic training to prepare students to successfully pass the Board of Certification (BOC) examination and to prepare students to be exceptional clinical athletic trainers. Please see your specific course syllabi for your clinical course for more details.

**Standardized Patients**

Students will be given the opportunity to practice their knowledge, skills, and abilities by engaging in standardized patients. These experiences are designed to replicate real-life situations and may be occurrences which are common or are uncommon for students to experience in their clinical settings.

**Student Learning Assessment Confidentiality Agreement**

Texas A&M University-Corpus Christi Athletic Training Program (TAMUCC MS in AT Program) values shared learning, professional discourse, and open discussion surrounding educational topics. While we do value these things the MSAT degree is an experiential degree which requires a practical assessment of student skills, application, clinical reasoning, and clinical decision making. With that there are certain elements of the student evaluation process that should be kept confidential to each student. The following items should remain confidential to each individual student:

Revised 6/10/2022
• Practical Skill Quizzes and Exams: while multiple versions of a practical skill quizzes and exams are written, and distributed students should not discuss with classmates or peers’ items on the practical skill quiz. Keep in mind, this benefits no one. Telling a classmate what to “expect” on a practical skill quiz appears as if they are competent and the remainder of the class is not. I understand I can communicate with the instructor for the course or other program faculty regarding any questions I have or any further information I feel I need.

• Competency Assessments: competency assessments are assessed at the A, B, and C levels. Students should not discuss the items evaluated on the competency assessment with classmates or peers. The information that is acceptable to be discussed and reviewed is distributed to the entire class. I understand I can communicate with the instructor for the competency assessment or other program faculty and preceptors regarding any questions I have or any further information I feel I need.

• Standardized Patients: standardized patients are an assessment tool to determine a student’s clinical confidence, decision-making, and patient interaction. I agree to not share any information with classmates and peers. I understand sharing any information can lead to ATEP students knowing the “case” prior to assessment. I understand I can communicate with the clinical coordinator/instructor for the case regarding any questions I have or any further information I feel I need.

Students will be required to sign the Student Learning Confidentiality Agreement (Appendix I). Any student who is caught violating the confidentiality agreement will be turned into the Academic Misconduct Office and the program will recommend the student is terminated from the AT Program.

**Program Semester Final Cumulative Examination**

Students in each clinical course will take a final cumulative examination. The examinations will include course content previously covered by the student as well as current content. The final cumulative examination will be delivered via Blackboard. The examination will include 150 questions for each student as is consistent with the BOC examination. The program will grade the students out of 125 questions for the Final Cumulative Examination. Students must demonstrate at least 80% proficiency to progress in their clinical course.

If a student does not score at least 80% or better on the 125 questions, then the student will be required to do exam question corrections. Students will be required to find the correct answer for questions and must include a citation for each question answer.

**Exit Exam for BOC Endorsement**

Students in their last academic year must take a paid exit exam in order to be endorsed for readiness to take the Board of Certification (BOC) national examination. The students will be given a preliminary paid practice exam at the beginning of the semester to give the students
feedback. Students then must pass the exit exam given at the end of the semester to be eligible to progress to SMED 5335 Athletic Training Seminar. All examinations will be online with the initial testing cost covered by the department and/or college.

Students must obtain an average passing grade across all five (5) BOC role delineation study domains (Domains I-V) to pass the course. A passing grade is an average of 70% across the five (5) BOC domains. A passing score in the BOC National examination is 62.5% (500 points out of 800 points is required to pass all five domains); however, the program is setting a higher exit testing standard for students as this should demonstrate proficiency of knowledge for students attending an accredited AT Program. Please note, a 69.9% does not round up to a 70%.

If students do not pass on the first attempt, students may pay for additional tests (up to two [2] different than the original test) to prove competency and readiness to take the BOC examination and to progress to SMED 5335 Athletic Training Seminar. Students who chose to retake the practice examination will be required to take the examination under the supervision of an Athletic Training Faculty member and must provide the examination results by logging into their account in front of either the program director or coordinator of clinical education and/or may have the results sent directly to the program from their test account.

If students choose not to retake the examination, then they will be dismissed from the TAMUCC MS in AT Program.

Additional practice examinations will be given within SMED 5335 Athletic Training Seminar and will be proctored to help promote readiness to take the BOC examination.

**Athletic Training Workshops**

The Program will offer learning workshops throughout the semester. Workshops will be scheduled to avoid class conflicts for most students. Some workshops will be offered online while others will be in-person. The workshop schedule will be announced to the students via email, BlackBoard and/or ATrack. Students must be present and actively engaging throughout the workshop period to be recognized as “attended”. Students must demonstrate at least 15 “continuing education units” worth of workshop training at the end of their two-year curriculum. The workshops are designed to enhance clinical development of students and to prepare young professionals for life as a Certified Athletic Trainer.

**Appeal of Academic Action & Students Right to Appeal**

Students may appeal admissions decisions, retention decisions, or dismissal decisions by submitting a formal letter of appeal to the Athletic Training Program Director. The AT Program Director will refer the matter to the Chair of the Kinesiology Department. The Chair for the Kinesiology Department will appoint an Appeal Review Committee including: two Athletic Training core faculty members, and one member from the Department of Kinesiology faculty. The Appeal Review Committee will evaluate the student’s letter of appeal and investigate the matter and will render a written verdict on the matter. The Chair of the Kinesiology Department will notify the AT Program Director and the student of the committee’s decision in writing.
Students can further appeal the decision by submitting a formal appeal to the appropriate university body (e.g. College of Education and Human Development, Student Affairs, Academic Affairs, and/or College of Graduate Studies).
Estimated Annual Program Costs & Fees

Estimated Tuition and Fees:
The following are projected tuition and fees assessed for students enrolled in the TAMUCC MSAT Program. Please know that tuition may change due to University policy. Every attempt will be made to keep students aware of any changes.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>ESTIMATED EXPENSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Residential Tuition</td>
<td></td>
</tr>
<tr>
<td>Tuition &amp; Fees for 1 credit hour</td>
<td>$630.61</td>
</tr>
<tr>
<td>Tuition &amp; Fees for 2 credit hour</td>
<td>$978.20</td>
</tr>
<tr>
<td>Tuition &amp; Fees for 3 credit hour</td>
<td>$1325.79</td>
</tr>
<tr>
<td>Online Credit Fee</td>
<td>$100.00</td>
</tr>
<tr>
<td><strong>Projected Cost of MSAT Program for Resident</strong></td>
<td><strong>$25,994.32</strong></td>
</tr>
</tbody>
</table>

| Non-Residential Tuition     |                    |
| Tuition & Fees for 1 credit hour | $1112.13           |
| Tuition & Fees for 2 credit hour | $1941.29           |
| Tuition & Fees for 3 credit hour | $2770.44           |
| Online Credit Fee           | $100.00            |
| **Projected Cost of MSAT Program for Non-Resident** | **$54,053.24** |

Estimate of Additional Costs:
The following are projected costs to be enrolled in the TAMUCC MSAT Program. The cost projections do not include books, tuition, or student fees incurred outside of the Athletic Training curriculum. Please note that the Bookstore and/or the University without prior knowledge may increase costs. Every attempt will be made to keep current and prospective Master of Science in Athletic Training students up to date of any additional costs.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>ESTIMATED EXPENSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Examination &amp; TB Test/Verification</td>
<td>Approx. $30.00-$60.00 each</td>
</tr>
<tr>
<td>Students are required to provide proof of an annual physical examination, TB Test or and/or physician verification documentation, and up-to-date immunizations (as outlined in the application documentation and student handbook). In addition, students must demonstrate proof of a current TB test each year.</td>
<td></td>
</tr>
</tbody>
</table>

| NATA Annual Membership      | Approx. $80.00 per year |
| Students are required to become a NATA member while enrolled in the MSAT Program. Students have access to member benefits including: committee and volunteer opportunities; eligibility for scholarship; discounts to attend conferences and to apply for the BOC |

**ATrack Membership**

| Subscription            | $45.00 Annual or $90 Lifetime |

Students are required to purchase a membership to ATrack. Students will log their clinical experiences on ATrack, can track their program progress, complete clinical evaluations, and will be required to upload program specific documents. Students are encouraged to purchase the $90 lifetime subscription in their first year of the program.

**Clothing & Shoes**

All MSAT Program students will be required to purchase their own clothing and footwear, if necessary, to comply with the official dress code of the MSAT Program (student handbook). Students are encouraged to purchase Adidas apparel and footwear as the TAMUCC Athletic Department is sponsored by Adidas.

**Transportation to Clinical Sites**

All MSAT Program students will be responsible for all travel costs (gas, mileage, insurance, etc.) when traveling to clinical sites. During some clinical experiences, students will be expected to travel off-campus to clinical sites (travel distances may vary dependent upon clinical site placement. The program will attempt to provide most clinical experiences within a 60-mile radius of the Texas A&M University-Corpus Christi campus. However, students may choose to participate in clinical experiences at further distances.

**Transportation to Professional Conferences**

MSAT Program students will be required to submit their capstone project to an Athletic Training conference of choice and/or will submit to an Athletic Training related journal of choice. Students will be responsible for all costs associated with traveling to conferences and/or journal publishing fees (students are encouraged to not submit journals to predatory “pay-to-play” journals).

**Blood Borne Pathogen Exposure**

If a student is exposed to blood borne pathogens during a clinical experience, then the student will be immediately referred to the University Student Health Center. The cost for student exposure testing and treatment will be billed to the student’s insurance, when available, or the student will be responsible for the cost of the services provided.

**Background Checks**

Students may be required to fulfill a personal background check in order to be allowed to participate in clinical hours. Students are responsible for the cost of the background check. When this is necessary, the MSAT Program Director and Coordinator of clinical education will provide explicit directions to MSAT Program students in order to have this completed.
**Student Liability Insurance**

Students are encouraged to purchase their own student liability insurance. The NATA offers discounted rates for members through specific insurance carriers.
COVID-19 Novel Corona Virus Information

Classroom Safety Measures

**Health-Related Absences**

Although attendance is an important element, you should NOT come to class sick and jeopardize the health and safety of others. If you are sick, are experiencing COVID-19 symptoms, have been exposed to individuals who tested positive for COVID-19, or have been notified to self-quarantine due to exposure, **DO NOT COME TO CLASS!** Further, if you are unable to attend class or complete an assignment due to other illness or other challenges related to COVID-19 contact me immediately so we can make alternate arrangements and accommodations as needed. Absences due to COVID-19 quarantine or isolation requirements will be recorded as excused absences with proper communication and documentation.

**Classroom Safety Measures**

Our class will be held in the Athletic Training Lab and some courses may be offered in the Island Hall Athletic Training Facility Lab which also serves as an Athletic Training Clinic for the Athletic Department. As such, it is each of our responsibility to ensure that we are healthy and are not knowingly bringing illness into the facility. This is a highly trafficked facility throughout the day, so we need to keep the facility clean and to minimize exposure to germs. Our goal to keep each of us safe as well as our student athletes safe and to minimize virus transmission.

The previous COVID restrictions (University Procedure 34.99.99.C0.02) has been rescinded. This changes the requirement to wear face coverings on campus and within classrooms.

**Current TAMUCC COVID Recommendations**

- **If you are exhibiting symptoms of COVID-19 you should NOT report to campus.** If you have not been vaccinated and have come into close contact with someone who has COVID-19, you should NOT report to campus. COVID-19 testing remains available on campus. Contact tracing and quarantining protocols for those who have not received vaccinations remain in effect.

- **Vaccination remains the most effective way to mitigate the impact of COVID-19.** Everyone 12 and older is eligible for the vaccine. You may seek vaccination at scheduled clinics on campus, or you may seek vaccination through your local health care providers such as your primary care physician or pharmacy. Locate a vaccine provider near you on the [CDC’s vaccine finder website](https://www.cdc.gov/vaccines/).  

- **It is recommended to continue practicing healthy habits** including practicing physical distancing where possible, wearing a face covering over your nose and mouth if you are not vaccinated, and staying home when sick.
Additional COVID Information

- Students may be asked by instructors to provide medical documentation of a positive COVID test or recommended quarantine as initiated by a medical professional.
- Face coverings (cloth face coverings, surgical masks, etc.) CAN continue to be worn by students during the course. Students are NOT required to wear a mask; however, if students prefer to wear a mask, that is a student’s prerogative.
- It is important that students understand that physical separation may be difficult during many athletic training courses. To apply our clinical skills, we may need to work closely with a partner or several partners.
- As we are going to be in close contact with one another, we will have access to hand sanitizer throughout the course and will be taking breaks during classes for hand washing opportunities. Students are encouraged to bring their own hand sanitizer if they prefer a specific scent.
- Students are highly encouraged to wash their hands or clean their hands with sanitizer before and after patient encounters.

COVID Testing

Students may be required to undergo or obtain COVID testing from various clinical rotation sites, the University, and/or the Department of Athletics prior to starting or during their clinical experience.

If a student tests positive, they should let the Program Director know immediately. That information will also need to be shared with clinical site supervisors and preceptors.
If a student has a positive test, they will be asked to self-quarantine for 14 days. Assuming the student is still asymptomatic, the student can then return to class. If the student develops symptoms, the student will be asked not to return to class until they are asymptomatic for 14 days. Please communicate all illnesses with the AT Program administrators (AT Program Director and AT Clinical Education Coordinator). Students may be asked to obtain clearance or return to school/activity documentation from a medical provider.

If a student becomes ill or is exposed to anyone with a positive COVID test, the student will contact the AT Program Director and will schedule themselves for additional testing. Students will be removed from their clinical placement and classroom experience until they can provide test results and are asymptomatic.
Emergency Cardiac Care Requirements
According to the mission of the American Heart Association, Emergency Cardiac Care (ECC) programs are intended to reduce disability and death from acute circulatory and respiratory emergencies, including stroke, by improving the chain of survival in every community and in every health care system.

Athletic Training Students must be able to demonstrate ongoing certification in ECC throughout the program. Students will take the SMED 5100 CPR & Basic Life Support course twice during the program to ensure continuation of emergency cardiac care certification.

Students must have emergency cardiac care training before engaging in any athletic training or supplemental clinical experience.

It is important that Athletic Training Students realize the importance of maintaining ECC certification as this is a major requirement of maintaining Board of Certification credentialling as a professional as well.

Clinical Experiences in Athletic Training
Athletic Training Students are an integral part of building the foundation for the Athletic Training Program. The AT Program is striving to gain a reputation for preparing students to become certified athletic trainers and for promoting the profession of athletic training. To build a quality program, it is important that the athletic training students excel both academically and clinically.

Students will be assigned to a variety of hands-on clinical experiences both with TAMUCC's NCAA Division I intercollegiate athletic teams as well as a variety of off-campus affiliate sites. Clinical experiences provide students with an abundance of practical experience and knowledge of a variety of health care settings. All MS in AT Program students will be responsible for all travel costs (gas, mileage, insurance, etc.) when traveling to clinical sites. During some clinical experiences, students will be expected to travel off-campus to clinical sites (travel distances may vary dependent upon clinical site placement. The program will attempt to provide most clinical experiences within a 60-mile radius of the Texas A&M University-Corpus Christi campus. However, students may choose to participate in clinical experiences at further distances.

Student Clinical Responsibilities
1. Students in the program must adhere to all policies in the MS in AT Program Student Handbook.
2. Students must submit to a criminal background check if required by an off-campus clinical site. The student is responsible for any fees involved in obtaining the criminal background check.
3. Liability insurance is required for all students in the program. Students registered for clinical experience courses are automatically enrolled in a liability insurance policy. The fees are included in the materials fee charged for the clinical experience course. A copy of the policy and its coverage can be found in the Program Director or Department of Kinesiology Administrative Assistant’s files.

4. Students are responsible for providing their own transportation to off-campus clinical sites.

There will be no discrimination in assigning rotations based on the sex, ethnicity, religious affiliation, or sexual orientation of the athletic training student for the sport they will be assigned. The process will simply examine the best fit for the student and their learning needs.

Specialized Experiences will be arranged on a case-by-case basis but must be coordinated between the Program Director, Coordinator of clinical education, Athletic Training Student, and Supervising Preceptor.

**Clinical Experience Expectations**

The clinical education component of the MSAT program at TAMUCC consists of five (5) semesters in which the student will be actively engaged in clinical supervision with a certified athletic training or other approved clinical supervisor. Clinical experiences will range from the collegiate setting, the high school setting, the general medical setting, and potentially new emerging settings. Clinical experiences will provide students with a diverse background of patient care. MSAT students can expect to work with a variety of populations and demographics during the clinical experience including:

- Working with patients throughout the lifespan (pediatric, geriatric, and adult)
- Working with different sexes
- Working with various levels of activity and athletic ability (recreational and competitive, individual and team activities, varying levels of intensity)
- Working with individuals in non-sport activities

Clinical rotations may occur in the morning, afternoon, or evening and also on the weekends and sometimes holidays. Students are expected to have an open and flexible schedule to accommodate appropriate clinical experiences. Some sports begin in-season activities prior to the first school day in the fall (Fall - football, volleyball etc.; Spring – basketball etc. Starting clinical experience hours early must be approved by the Coordinator of Clinical Education and/or the AT Program Director to ensure all appropriate documentation is in place for the student and their respective clinical site.

**Supervision**

Supervision of MSAT students should occur along a continuum of development that allows for students to transition from interdependence to independence based on the students’ knowledge and skills, as well as the context of care. The **athletic training student must always be supervised** during clinical experience by a clinical preceptor or other approved health care...
provider. Clinical supervision should also follow the recommendations and requirements of the Texas state practice act for Athletic Training.

If the situation should arise when the preceptor is called away from the clinical setting, the athletic training student must accompany the preceptor if possible or return to the Athletic Training Center. If the athletic training student returns to the Athletic Training Center, the student can continue his/her clinical experience ONLY if the student can be supervised by another preceptor until the student’s assigned preceptor returns.

In the event where the preceptor must leave temporarily (5 minutes or less) to tend to a patient, retrieve equipment, answer a phone call, take a biological break etc., the athletic training student can provide emergency first aid and CPR/AED care only and has no authority to make clinical decisions within the scope of a licensed professional.

MSAT students will complete most clinical experiences under the direct supervision of an approved clinical preceptor. A clinical preceptor as defined by the CAATE is an individual that will supervise and engage students during clinical education. All preceptors supervising MSAT students must be licenses health care professionals and credentialed by the state of Texas. All preceptors must be board of Certification approved and in good standing. Certain clinical supervision may occur with an approved health care provider that is not a licensed, and BOC certified athletic trainer. These health care providers may include a nurse practitioner or a physician assistant working in a capacity of direct patient care with individuals in a field or direct relevancy to the MSAT program: orthopedics. Students will be assigned to a preceptor rather than a specific sport or patient population.

Under the direct supervision of a preceptor or clinical supervisor assigned by the Program. Most of. Clinical experience hours the hours will be earned while working with TAMUCC intercollegiate athletic teams; however, there will be an opportunity for Equipment Intensive, Physical Therapy, Orthopedic, Emerging Practice Settings, and General Medical experience at off-campus locations. Clinical assignments will be made by the Program Director and Coordinator of Clinical Education and Program Director. after consultation with the students.

All students must complete clinical rotations to include the following categories:

• Patients from various levels of the lifespan: adolescent, pediatric, geriatric, adult
• Patients of different sexes
• Patients from different socioeconomic statuses
• Patients from varying levels of activity: recreational or competitive, high and low intensity activities, individual and team activities
• Patients who participate in non-sport activities

Students are expected to attend all athletic training classes and clinical experiences. Students cannot gain the knowledge base necessary to perform the clinical skills without attending class, paying attention, and studying regularly. Class attendance and academic progress will be monitored throughout the academic year. If any student is having difficulty in a class, it is important that the student speak with the course instructor, seek tutoring if available, or any additional help.
Affiliated Clinical Education Sites

**Clinic Sites**

*Coastal Bend Family Medicine*, 5920 Saratoga Blvd, Suite 425, Corpus Christi, TX 78414  
*Corpus Christi Medical Associates*, 6200 Saratoga Blvd, Corpus Christi, TX 78414  
*South Texas Bone and Joint*, 601 Texan Trail #300, Corpus Christi, TX 78411  
*Orthopaedic Center of Corpus Christi*, 6118 Parkway Dr, Corpus Christi, TX 78414  
*New Stride Physical Therapy*, 14302 Nemo Ct, Corpus Christi, TX 78418  
*Orthopaedic Center of Corpus Christi*, 6118 Parkway Dr, Corpus Christi, TX 78414  
*Shea Physical Therapy*, 5440 Everhart Rd, Suite 1, Corpus Christi, TX 78414  
*Armadillo Sport Chiropractic*, 1220 Airline Road, Suite 280, Corpus Christi, TX 78412

**Sport Sites**

*Calallen High School*, 4001 Wildcat Drive, Corpus Christi, TX 78410  
*Carroll High School*, 5301 Weber Rd, Corpus Christi, TX 78411  
*King High School*, 5225 Gollihar Rd, Corpus Christi, TX 78412  
*Miller High School*, 1 Battlin Buc Blvd, Corpus Christi, TX 78408  
*Ray High School*, 1002 Texan Trail, Corpus Christi, TX 78411  
*Tuloso Midway High School*, 2653 McKinzie Rd, Corpus Christi, TX  
*Gregory-Portland High School*, 4601 Wildcat Dr, Portland, TX 78374  
*Veterans Memorial High School*, 3750 Cimarron, Corpus Christi, Texas 78414  
*Taft High School*, 502 Rincon Rd, Taft, TX 78390  
*Ingleside High School*, 2807 Mustang Dr, Ingleside, TX 78362
## Sample Clinical Experience Matrix

<table>
<thead>
<tr>
<th>Semester</th>
<th>Weeks</th>
<th>1st Year Masters</th>
<th>2nd Year Masters</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Academic</td>
<td>Clinical</td>
</tr>
<tr>
<td>Maymester</td>
<td>~2 Weeks</td>
<td>Week 1</td>
<td>None</td>
</tr>
<tr>
<td>Summer I</td>
<td>5 Weeks</td>
<td>Week 1</td>
<td>SMED 5310 - Evidence Based Practice (Online)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Week 2</td>
<td>SMED 5341 - Law &amp; Ethics in Athletic Training (Online)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Week 3</td>
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<td></td>
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<td>Week 4</td>
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<td>Week 5</td>
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</tr>
<tr>
<td>Summer II</td>
<td>5 Weeks</td>
<td>Week 1</td>
<td>SMED 5200 - Taping, Bracing, and Preventative Care in AT</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Week 2</td>
<td>SMED 5321 - Lower Extremity Assessment, Evaluation and Tx</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Week 3</td>
<td>SMED 5100 - CPR/BLS Support</td>
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<td>Week 4</td>
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<td>Week 5</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>15 Weeks</td>
<td>Week 1</td>
<td>SMED 5522 - Upper Extremity Assessment, Evaluation and Tx</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Week 2</td>
<td>SMED 5331 - Therapeutic Intervention I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Week 3</td>
<td>SMED 5103 - Athletic Training Clinical Experience I</td>
</tr>
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<td>Week 4</td>
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<td>Week 9</td>
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<tr>
<td>Winter</td>
<td>~3-4</td>
<td>Week 1</td>
<td>None</td>
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<td></td>
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<td>Week 2</td>
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<td></td>
<td></td>
<td>Week 5</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>15 Weeks</td>
<td>Week 1</td>
<td>SMED 5323 - Head, Neck, &amp; Spine Assessment, Evaluation, and Tx</td>
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<tr>
<td></td>
<td></td>
<td>Week 2</td>
<td>SMED 5332 - Therapeutic Intervention II</td>
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<tr>
<td></td>
<td></td>
<td>Week 3</td>
<td>SMED 5313 - Biological Statistics for Athletic Training</td>
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<td>Week 4</td>
<td>SMED 5102 - Athletic Training Clinical Experience II</td>
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<td>Week 5</td>
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<td>Week 14</td>
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<td>Week 15</td>
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</table>

Revised 6/10/2022
Per CAATE 2020 Standards for Accreditation of Professional Athletic Training Programs, students must engage in many different clinical experiences during their time at TAMUCC. Students will have five (5) clinical courses but may have more than one clinical experience for each course.

According to the CAATE 2020 Standards for Accreditation of Professional Athletic Training Programs Standards:

**Standard 16** The clinical education component is planned to include at least one athletic training immersive clinical experience.

**Standard 17** A program’s clinical education component is planned to include clinical practice opportunities with varied client/patient populations. Populations must include clients/patients:
- throughout the lifespan (for example, pediatric, adult, elderly),
- of different sexes,
- with different socioeconomic statuses,
- of varying levels of activity and athletic ability (for example, competitive and recreational,
- individual and team activities, high- and low-intensity activities),
- who participate in non-sport activities (for example, participants in military, industrial,
- occupational, leisure activities, performing arts).

**Standard 18** Students gain experience with patients with a variety of health conditions commonly seen in athletic training practice.

Clinical assignments will be announced to the students as early as possible for returning athletic training students to assist them with scheduling their courses for the next semester/year. New students to the program will receive their clinical assignments during their athletic training orientation meeting or as soon as the program can verify placements for students.

The AT Program will do it is best to provide students with the clinical experiences they need to successfully experience the program and develop as young professionals. Students are encouraged to go into every clinical experience with an open mind set and with a learning perspective. There are opportunities to expand your knowledge in every setting.

**Clinical Experience Potential Matrix**

Clinical experiences include:
1. Collegiate Sport Assignment (1st year fall)
2. High School Clinical Experience (1st year spring)
3. General Medical & Orthopedic Clinical Experience (2nd year summer)*
4. High School Football (2nd year fall)
5. General Medical Rotations, Physical Therapy Rotations (2nd year fall)
6. High School or Collegiate Sport Experience (1st 7 weeks, 2nd year spring)
7. Student chosen clinical experience from: HS, Collegiate, or Orthopedic (2nd 7 weeks, 2nd year spring)*
   *Immersive experience
<table>
<thead>
<tr>
<th>Semester</th>
<th>Weeks</th>
<th>1st Year Masters</th>
<th>2nd Year Masters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maymester</td>
<td>~2 Weeks</td>
<td>Week 1: None</td>
<td>None</td>
</tr>
<tr>
<td>Summer I</td>
<td>5 Weeks</td>
<td>Week 1: None</td>
<td>Collegiate Sport Assignment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Week 2: None</td>
<td>(Athletes of Different Genders)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Week 3: None</td>
<td>Preparation Work/Training for Immersive Clinical Experience - Ortho</td>
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<tr>
<td></td>
<td></td>
<td>Week 4: None</td>
<td>(Patients Throughout the Lifespan)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Week 5: None</td>
<td>(Patients of Different Socioeconomic Statuses)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(Patients with varying levels of Activity and Athletic Ability)</td>
</tr>
<tr>
<td>Summer II</td>
<td>5 Weeks</td>
<td>Week 1: None</td>
<td>HS Football</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Week 2: None</td>
<td>(Individual and Team Activities)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Week 3: None</td>
<td>(Athletes of Different Socioeconomic Status)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Week 4: None</td>
<td>(Athletes in Non-Sport Activities)</td>
</tr>
<tr>
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<td>Week 8: None</td>
<td>(Patients of Different Socioeconomic Statuses)</td>
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<td>(Individual and Team Activities)</td>
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<td>Immersive Clinical Assignment - High School</td>
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<td>(Dependent Upon Setting)</td>
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Revised 6/10/2022
Practicum Courses

The following practicum courses address competency in skills and knowledge learned in the courses taken the previous semester.

**SMED 5101 – Athletic Training Clinical Experience I**
- SMED 5310 – Evidence Based Practice
- SMED 5341 – Law & Ethics in Athletic Training
- SMED 5200 – Taping, Bracing, and Preventative Care in Athletic Training
- SMED 5300 – Clinical Anatomy
- SMED 5100 – CPR/Basic Life Support

**SMED 5102 – Athletic Training Clinical Experience II**
All skills, evidence, and specific theoretical concepts from preceding courses in addition to:
- SMED 5321 – Lower Extremity Assessment, Evaluation, and Treatment
- SMED 5331 – Therapeutic Intervention I

**SMED 5103 – Athletic Training Clinical Experience III**
All skills, evidence, and specific theoretical concepts from preceding courses in addition to:
- SMED 5322 – Upper Extremity Assessment, Evaluation, and Treatment
- SMED 5331 – Therapeutic Intervention II

**SMED 5104 – Athletic Training Clinical Experience IV**
All skills, evidence, and specific theoretical concepts from preceding courses in addition to:
- SMED 5323 – Head, Neck, & Spine Assessment, Evaluation, and Treatment
- SMED 5324 – General Medical Conditions in the Athlete
- SMED 5333 – Pharmacology for the Athlete

**SMED 5105 – Athletic Training Clinical Experience V**
All skills, evidence, and specific theoretical concepts from preceding courses in addition to:
- SMED 5334 – Sports Psychology in Athletic Training
- SMED 5331 – Administration, Leadership, & PD in Athletic Training

Practicum Practical Exams

Students will be assessed for comprehensive skill competency. Students will be assessed in SMED 5104 for their readiness to engage in their final clinical course. Students will be engaged in an immersive experience with the intent to enter the profession; therefore, ensuring student readiness is imperative. Students will be assessed for skill competency and contingent of matriculation to the next phase of the MS in AT Program. Students who do not earn a “B” or better will be provided one additional opportunity to demonstrate their competency. Second attempts lower than a “B” will result in the student being dismissed from the MS in AT Program and is not allowed to matriculate in the curriculum.
Documentation of Clinical Experiences

It is the student’s responsibility to accurately record hours on the designated timesheet each day (www.atrackonline.com/). Failure to do so may result in a reduction of the Clinical Education grade for that semester. Students will have to log their hours in a timely fashion. ATrack will not let you log hours that are over a week old; therefore, it is the student’s responsibility to ensure hours are logged daily to receive credit for hours completed.

Falsifying the hours log will result in immediate disciplinary action. It is the student’s ultimate responsibility with the assistance of the preceptor to ensure that the appropriate number of hours are being met and not exceeded. Additionally, it is required that each student have 1 day with no clinical experience hours each seven-day period. Students should also collaborate with their preceptors to create and coordinate weekly schedules.

The goal of requiring clinical hours is to provide students the opportunity to have direct contact with patients and to gain valuable experience utilizing clinical skills. Thus, hours may only be counted for practices, competitions, scheduled treatment and rehabilitation sessions, time at clinical sites, office visits, evaluations, and surgeries. Hours spent in clinical (lab) class, proficiency assessments and peer reviews, study tables, workshops etc. does not count as clinical hours.

Clinical Hour Requirements

Each clinical rotation/practicum course has a clinical education hours requirement associated with it. Students in general should be at their clinical education site when their preceptor is there with at least one day off for every seven days. Below are the hours requirements for each clinical rotation.

**SMED 5101 Clinical Experience in AT I**
- Minimum: 200 clinical hours
- Maximum: 600 clinical hours

**SMED 5102 Clinical Experience in AT II**
- Minimum: 200 clinical hours
- Maximum: 600 clinical hours

**SMED 5103 Clinical Experience in AT III (Immersive Clinical Experience*)**
- Minimum: 100 clinical hours
- Maximum: 400 clinical hours

**SMED 5104 Clinical Experience in AT IV**
- Minimum: 200 clinical hours
- Maximum: 600 clinical hours

**SMED 5105 Clinical Experience in AT V (Immersive Clinical Experience*)**
Minimum 400 clinical hours
Maximum 1000 clinical hours

* An immersive clinical experience is a practice-intensive experience that allows the students to experience the totality of care provided by athletic trainers (As cited by CAATE 2020 Professional Standards).

For students to successfully complete the Clinical Experience course with a passing grade, students must complete the minimum hour requirement for the semester. Failure to do so will result in a failing grade in the Clinical Experience course, and the student will not be able to proceed to the next clinical level/course.

**Patient Encounter Tracking**

Clinical education in Athletic Training has evolved from an apprenticeship model to a competency-based instruction model, with a common theme of learning through direct patient contact.

Students in the AT Program will be required to track and document their patient encounters during their clinical experiences in addition to documenting their clinical hours. Tracking patient encounters are important to the MSAT Program as they can help ensure that students are being exposed to a variety of health and injury conditions commonly seen within the Athletic Training setting. Additionally, the MSAT Program can track student’s exposures to the different practice opportunities as required in Standard 17 of the 2020 Standards for Accreditation of Professional Athletic Training Programs. When students have not had a sufficient patient encounter with different practice opportunities, then the program will have standardized patient opportunities to help supplement their clinical experience.

According to the NATA Best Practice Guidelines for Athletic Training Documentation, “ATs should document any patient encounter. A patient encounter is defined here as any interaction with a patient when an athletic training service is provided or a communication occurs regarding their health status. Communication regarding a patient’s status may include, but is not limited to, written, verbal, or electronic communication with any individual or entity.

ATs should be familiar with the definition of patient encounter if it is identified in one’s state practice act and/or rules and regulations. In addition, there should be a clear understanding between the AT, the supervising physician, and the employer with regard to what is considered a patient encounter. This should be accomplished through written standing orders between the directing physician and the AT. Patient encounters may also be addressed in one’s policy and procedure manual.” (p. 6).

The definition of a patient encounter is further described in the Management Strategies in Athletic Training 5th Edition text by Richard Ray and Jeff Konin:
“A patient encounter is any interaction that an athletic trainer has with a patient that is related to the patient’s medical history. This could include an actual assessment, treatment intervention, or consultative advice.” (p. 168).

For the purposes of our program and for documentation, AT Students will need to document each patient encounter that lasts more than 2 minutes and includes any relevant exchange related to the patient’s medical history and/or patient education. Students will document these patient encounters on ATrack.

For the purposes of our program patient encounter documentation requirements are as follow:
- Clinical I and II document 3 patient encounter a week to total 45 encounters
- Clinical III document 2 patient encounters a week to total 10 encounters
- Clinical IV document 4 patient encounters a week to total 60 encounters
- Clinical V document 5 patient encounters a week to total 75 encounters
- A patient encounter should only be documented if it lasted more than 2 minutes

The following information is required to be documented in EACH patient encounter

1. **Age Category of Patient**
   - a. Adult Age 25-49 
   - b. Young Adult Age 19-24 
   - c. Minor Age 14-18 
   - d. Minor Age 11-13 
   - e. Infancy 0-3 
   - f. Childhood 4-10 
   - g. Adult Age 50+ 
   - h. Geriatric age 70+ 

2. **Activities of Patient:** what type of activity were they involved in when injury sustained?
   - a. Competitive 
   - b. Recreational 
   - c. Individual 
   - d. Team 
   - e. Equipment Intensive 
   - f. Lower Body 
   - g. Upper Body 
   - h. Full Body 
   - i. Industrial 
   - j. Military 
   - k. Occupational 
   - l. Performing Arts 
   - m. Other 

3. **Gender of Patient**
   - a. Male 
   - b. Female
4. Race of Patient
   a. Hispanic or Latino
   b. White
   c. Black or African American
   d. Asian
   e. Native Hawaiian or pacific Islander
   f. Some Other Race
   g. Biracial or Multicultural
   h. American Indian or Alaskan Native

5. Intensity Level: what level of intensity does the participant participate at?
   a. Recreational Activity- Club Sports
   b. Recreational Activity- Intramural Sports
   c. General Recreational Activity
   d. High School- Freshman or Junior Varsity
   e. High School- Varsity
   f. Division I Collegiate Athletics
   g. Division II Collegiate Athletics
   h. Division III Collegiate Athletics
   i. Inactive (no activity beyond baseline activities of daily living)
   j. Low (fewer than 150 minutes of moderate-intensity/week or 75 minutes of vigorous-intensity/week)
   k. Medium (150-300 minutes moderate or 75-150 minutes vigorous/week)
   l. High (more than 300 minutes moderate/week)

6. Health Condition or Area
   a. Behavioral (mental health)
   b. Cardiovascular
   c. Dental
   d. Dermatological
   e. Endocrine
   f. Environmental Conditions
   g. Gastrointestinal
   h. Genitourinary
   i. Musculoskeletal
   j. Neurological
   k. Ophthalmological
   l. Otolaryngological
   m. Respiratory

7. SOAP Note
   a. Subjective: anything that is stated by the patient or from the patient’s account
b. **Objective:** anything you can touch, see, feel as a clinician; any positive special tests
c. **Assessment:** your differential diagnosis, anything you think the patient is possibly affected with
d. **Plan:** what will you do with the patient? Your treatment and rehab plan.

8. **Diagnosis**
a. The final diagnosis, the condition the patient is experiencing.

9. **Time Student Spent with Patient** 00:00 (hours:minutes)

10. **Practice Domain:** only record the most predominate domain
    a. **Domain 1 Injury and Illness Prevention and Wellness Promotion:** promoting healthy lifestyle behaviors with effective education and communication to enhance wellness and minimize the risk of injury and illness
    b. **Domain 2 Examination, Assessment, and Diagnosis:** implementing systematic, evidence-based examinations and assessments to formulate valid clinical diagnoses and determine patients’ plan of care
    c. **Domain 3 Immediate and Emergency Care:** integrating best practices in immediate and emergency care for optimal outcomes
    d. **Domain 4 Therapeutic Intervention:** rehabilitating and reconditioning injuries, illnesses and general medical conditions with the goal of achieving optimal activity level based on core concepts (i.e. knowledge and skill sets fundamental to all aspects of therapeutic interventions) using applications of therapeutic exercise, modality devices and manual techniques
    e. **Domain 5 Health Care Administration and Professional Responsibility:** integrating best practices in policy construction and implementation, documentation, and basic business practices to promote optimal patient care and employee well-being

11. **Setting**
    a. Simulation
    b. Real Life
    c. Practice
    d. Scrimmage
    e. Game
    f. Strength and Conditioning
    g. Rehabilitation
    h. Hospital
    i. Orthopedic Office
    j. Office Setting (i.e. medical visit, doctors call, etc.)
    k. Clinical Setting (i.e. physical therapy setting, etc.)
    l. Other

12. **Student Involvement**
    a. Observe: no patient interaction; no hands-on skill
    b. Assist: hands on skill, aided in patient treatment or evaluation
    c. Perform: autonomous experience independent of preceptor but supervised
Please consult your syllabi and the instructor of your clinical practicum course for specific requirements regarding the number of patient encounters required of students.

**Orientation to the Site**

The student must contact the assigned Preceptor at least 48 hours prior to the scheduled start of the rotation. Please schedule a time to visit your clinical site and Preceptor prior to starting your rotation. The Preceptor will orient you to their clinical site.

This orientation will include, at minimum:
- A tour of the facility
- A review of the Emergency Action Plan for each venue at the facility
- A review of dress code and professional expectations for the facility
- A discussion with the student to plan mutual goals for the rotation
- A review of Preceptor expectations
- Schedule planning

The Student and Preceptor will sign an Orientation verification form and will upload to ATrack.

**Background Checks**

Students must submit to a criminal background check if required by an off campus clinical site. The student is responsible for any fees involved in obtaining the criminal background check.

**Clinical Rotation Evaluations**

Evaluations are a crucial part of the academic process, both for the program and the Athletic Training Student. Students and preceptor are required to complete the following evaluations, which include, but are not limited to:
- Mid-Semester ATS Self-Evaluation
- End of Semester ATS Self-Evaluation
- ATS Evaluation of the Preceptor
- ATS Clinical Site Evaluation
- Mid-Semester Preceptor Evaluations of the ATS
- End of Semester Preceptor Evaluation of the ATS

Evaluations occur at least twice during the semester. Once at the mid-term, and at the completion of the semester via on-line survey media (ATrack).

**Clinical Site Visits**

The Program Director, Coordinator of Clinical Education or their designee will conduct at least one clinical site visit each semester. The purpose of these visits is to observe the Athletic
Training Student in their clinical rotation and to facilitate communication with the student and the Preceptor regarding the student’s progress and experience at the clinical site.

**Remuneration Policy**

No student shall receive payment for clinical hours completed during each practicum course. Any student found receiving a “salary” from clinical site will receive a clinical hours suspension and a program infraction. Students are eligible to receive scholarships to assist with tuition and fees.

**Outside Employment**

Students are not prohibited from outside employment. However, if a student does have a job, it is the student’s responsibility to coordinate their work schedule, so it does not interfere with the student’s class and/or clinical schedules. A schedule conflict with your job is not considered an excused absence from either classroom or clinical hours. If a student is absent for a class or a clinical assignment due to an unexcused absence, an incident report will be placed in the student’s file. This may result in a reduction in the student’s grade in the respective clinical course.

**Financial Aid**

Please visit the [Office of Financial Assistance](#) website or contact them at 1-361-825-2338 Option #4 for financial aid eligibility requirements and/or application process.

**Scholarships**

There are no program specific scholarships. Students should see the Scholarship section of the College of Graduate Studies website.

**Graduate Assistantship**

There are no program specific Graduate Assistantships available. Students are eligible to apply for Graduate Assistant funding; however, their time with Athletic Training should take priority. Students must understand that committing to work 10-20 hours a week as a graduate assistant is a huge commitment and should not be considered lightly. Students MUST make their clinical experience in Athletic Training a priority. Any conflicts of time are expected to lean in the favor of the Athletic Training Program.

Students are recommended to discuss potential graduate assistantship employment with the MS in AT Program director prior to application and certainly before accepting any offers.

**Request for Absence Form**
Students are responsible for attending each of their clinical rotation assignments. If a student cannot attend their scheduled time, they must notify the supervisor of the assigned team or setting immediately by submitting a Request for Absence Form (Appendix J). Students may utilize a Request for Absence Form once per semester which can excuse a student from assigned clinical experience time for any reason but must be completed in advance of the event.
Preceptor and Student Expectations

Preceptors are defined by the Commission on Accreditation of Athletic Training Education (CAATE) as “certified/licensed professional who teaches and/or evaluates students in a clinical setting using an actual patient base.” Preceptors for the athletic training program include athletic trainers, physician assistants, nurse practitioners, physicians, physical therapists, and other licensed and/or certified healthcare providers.

Patients and clients should be able to differentiate between Preceptors as credentialed providers and Athletic Training Students. Athletic Training Students will not represent themselves as a credentialed provider.

**Athletic Training Student Responsibilities during Clinical Experience**

The athletic training student attends clinical experiences to learn from a preceptor under supervision. Learning experiences should occur with actual patients. Students are not present to replace medical staff. Students should follow the following guidelines during their experiences:

1. Communicate with their preceptor early and often regarding schedules, feedback, learning opportunities, academic responsibilities, and other topics relevant to their clinical education and academic experiences.
2. Take advantage of learning opportunities present at the clinical site, including patient care, non-patient care duties, informal and formal instruction from their preceptor, and teaching and learning with peers.
3. Prioritize academic courses while ensuring a balanced commitment to both academic and clinical requirements.
4. Take responsibility for completion of clinical hours, and all evaluations that are a part of the clinical education course.
5. Be open to preceptors’ different approaches to patient care and completion of skills. Facilitate discussions about different approaches and experiences with your preceptors.
6. Approach clinical education experiences with professional, ethical behavior at all times.
7. Provide honest feedback on all evaluation forms.
8. Record clinical hours accurately, failure to do so is considered an academic integrity violation.
9. Perform skills on patients only after being instructed on those skills by program faculty and/or a preceptor.

**Preceptors**

Preceptors play an integral and essential role within the Abilene Christian University Master of Athletic Training Program. A Preceptor is a BOC Certified Athletic Trainer or Board
certified physician who has been trained by the Texas A&M University-Corpus Christi Master of Science in Athletic Training Program. Only individuals who have completed a recent TAMUCC Preceptor Workshop are eligible to supervise and evaluate students in the clinical setting.

A Preceptor may also be a credentialed health care professional as defined by the American Medical Association and the American Osteopathic Association and be appropriately credentialed for a minimum of one year. Preceptors utilized by the MAT program include athletic trainers (AT), physicians (MD and DO). Any other preceptors shall be recognized for supplemental clinical experiences, these may include but are not limited to, nurses (RN), Chiropractors (DC), Licensed Athletic Trainers (LAT’s) and physical therapists (PT). Preceptors for supplemental clinical experiences will be medical professionals licensed by the State of Texas.

**Preceptor Responsibilities during Clinical Experience**

The athletic training student attends clinical education experiences to learn from a preceptor under direct supervision. Learning experiences should occur with actual patients. Students are not present to replace medical staff. Preceptors should follow the following guidelines during their experiences:

1. Accept the athletic training student assigned to their facility without discrimination.
2. Not request students’ time commitment to the clinical experience to be too great to adversely affect the students’ progression through the MS in AT program.
3. Communicate with their student early and often regarding schedules, feedback, learning opportunities, policies and procedures, and other topics relevant to their clinical education experiences.
4. Provide supervision of the athletic training student, including maintaining visual and auditory interaction during all patient care situations AND situations where patient care may occur (e.g., practice coverage).
5. Allow students to apply skills to patients once instructed on the skills by athletic training program faculty or yourself.
6. Assess the student and provide ongoing feedback on their skills, professional behaviors, and clinical reasoning.
7. Provide supervised opportunities for providing patient care and furthering their development as clinicians.
8. Cooperate with the student during their completion of clinical hours, and all evaluations that are a part of the clinical experience course. Communicate with the student the most effective way to complete their requirements with you at their assigned clinical site.
9. Provide honest feedback on all evaluation and clinical hours reporting forms.
10. Support students’ learning experiences, including being open to new information students learn in during their didactic and laboratory coursework.

11. Demonstrate the integration of evidence-based practice during provision of patient care and discussions with students, including helping students understand the intricacies of evidence-based practice and the balance of clinical expertise, research evidence, and patient preferences and values.

12. Communicate with the Clinical Coordinator on an as-needed basis, particularly if a question or concern arises, in addition to regularly scheduled times for communication.

**Professionalism of the Athletic Training Student**

Professionalism as an athletic training student includes the conduct or qualities that characterize the profession of athletic training. Students in the Athletic Training Program should not only strive to learn the content knowledge and skill proficiency, but also practice professional and ethical behavior. Each student will be evaluated on such behavior by every preceptor he/she is assigned with the goal of continued professional growth. The following is a sample list of professional qualities that are included in student evaluations. Each student is expected to:

- Be punctual in reporting for clinical assignments and meetings. (Please clarify with your preceptor their definition for punctual. In some cases, being punctual may mean being at least 15 minutes early. This should be defined and understood during an orientation meeting.)
- Fulfill the time requirements of the AT Program for clinical experiences Dress appropriately (See the Dress Code in the AT Student Handbook)
- Follow directions given by clinical preceptors
- Demonstrate the initiative to learn
- Complete assignments thoroughly and on-time
- Follow the policies and procedures of the clinical setting
- Demonstrate the ability to accept criticism
- Demonstrate knowledge and decision making at his/her competence level
- Be an effective resource for others
- Demonstrate a positive attitude and professional demeanor
- Perform routine or needed tasks without being told
- Display effective communication
- Treat others with respect

All athletic training students are expected to treat each other and the professional staff with respect. If there is a conflict, it should be dealt with privately and professionally. Do not bring personal problems into the clinical setting. The Athletic Training Center is not the place for socializing. Students, staff, and faculty should always strive for professional conduct. For the program to excel, it is vital that all athletic training students, staff, and faculty can collaborate and work together.
In certain settings, students may interact more with some coaches than others. If a coach asks a student to perform a task for him or her that seems unreasonable or contrary to the directions from your supervising athletic trainer, contact your preceptor immediately. If you have a conflict with a coach, maintain your professionalism and contact your supervising preceptor immediately. Students should avoid conflict with members of the coaching staff and allow supervising athletic trainers to handle these situations.

Each student is expected to exude a high level of sportsmanship and professionalism when representing the athletic training staff, the University, and/or affiliate-sites. Remember students are there to observe, learn, and practice your athletic training skills. Even though you may be attending a game as a fan in the stands, please remember that you still represent the athletic training program, the athletic department, and the University. The primary goal of an Athletic Trainer

Relationships with student-athletes, other athletic training students, preceptors, patients, parents, coaches, and employees at various clinical sites should remain professional. This is particularly important with individuals you will have direct contact with at your clinical site. **Dating individuals which you have a professional relationship is strongly discouraged.**

If you do develop a relationship (or if you have a previous relationship) with someone with whom you work, it may be perceived as a conflict of interest. Relationships, including non-romantic friendships, can place an athletic training student in a difficult position as you are helping to make decisions regarding other people and your relationship could make it difficult to make impartial medical decisions. It is the athletic training student’s responsibility to notify the Coordinator of Clinical Education and AT Program Director about potential conflicts of interest as soon as possible so clinical reassignment can be arranged to maintain professional relationships in the workplace.

**Personal Qualities**

Among the most important personal qualities expected of an AT Program student are dedication, dependability, and loyalty. Unexcused absence and/or tardiness will not be tolerated in the academic or clinical settings. Friendliness, sincerity and integrity also rank high as desirable personal qualities. You are preparing for your future as a public health care professional, people are always watching, and you represent the program and your preceptors. Please represent yourself and the profession well.

**Behavior**

The following code of conduct will be expected of every AT Program student.

- Maintain your athletic training clothing and wear it in any clinical setting.
- Conduct yourself in a mature, professional manner.
- Complete clinical education experiences as scheduled by your Preceptor and/or Clinical Coordinator.
• No personal communication devices are to be carried at clinical site without prior approval by Preceptor through the Clinical Coordinator and Program Director.
• If you are caught using social media in any inappropriate you will be written up and depending on the severity, you may be dismissed from the AT Program.
• Please realize that your social profile is an extension of you and your personal life should be kept separate from your professional life.
• Follow the policies and procedures of the specific clinical site where you are completing clinical education experiences.

**Appearance and Dress**

All athletic training students should observe good practices of personal hygiene and appearance. Athletic Training Students shall wear appropriate, professional attire any time they are representing the athletic training program. Anytime you are in the athletic training facility, students are required to follow the dress code. This includes, but is not limited to clinical hours, class time, and/or lab time.

Each clinical site and supervisor may dictate the appropriate dress which may be more stringent than our policy; however, our policy is the minimum standard for the program. Students should be mindful that they always represent Texas A&M University-Corpus Christi and the AT Program whether they are in their clinical experience or not. People around the program know who you are, so regardless if you are dress and participating in clinical assignments, you are associated with the University, community and program.

The TAMUCC Islander Athletic Department has an exclusive contract with Adidas; therefore, Adidas apparel is preferred to other competing brands such as Nike, Under Armour, Puma, Reebok, etc. If a student is issued Department gear such as tennis shoes, shirts, and/or shorts, etc. students are encouraged to wear this gear to practices and games unless dress attire (i.e. dress slacks, shirt & tie or blouse, and dress shoes) is preferred by the preceptor. Please address these expectations in your orientation meeting with your preceptor at the beginning of the semester!

Students, who have been accepted to the AT Program and are assigned to off-campus clinical rotations, may receive clothing from a respective clinical site. Students are expected to wear clothing and gear issued by their site and comply with each site rules regarding dress.

Socks must always be worn. Hats can be worn at outdoor practices only and must be an Islanders hat. T-shirts and polo shirts must always be tucked, except female-cut polo shirts that are too short. Non-compliance will result in disciplinary action.

Professional Dress Includes, but is Not Limited To:

• A neat, clean, professional personal appearance is an important step in gaining respect of athletes, coaches, and the public. Do not neglect your responsibilities in this area.
• Personal grooming and hygiene must likewise be neat, clean, and professional. This means shirts tucked in and clothes will be wrinkle free.
Professional Student Appropriate Practice Attire

- Islander t-shirt (tucked in) or polo shirt
  - The mid-section should not be exposed at any time
  - T-shirts and collared shirts are appropriate if they are official Islander apparel
  - T-shirts and collared shirts are appropriate if they are not TAMUCC apparel only if they are in solid school colors (grey, white, royal blue, or Kelly green).
  - Collared shirts must cover the shoulders and must not be too low cut
  - Sleeves will not be tucked in/under at clinical sites (shirts should NOT look like a cut off)
  - No low-cut tops, tank tops or spaghetti strap tops (this includes game day apparel)
  - Vulgar writing, alcohol, or tobacco slogans are inappropriate
- Islander shorts, university issued athletic shorts, khaki/black shorts, khaki/black capri pants, or khaki/black pants (slacks)
  - All shorts must be at least as long as fingertips of the individual’s extended arm as it is by their side (all the way around the short)
  - Yoga pants, running tights, sweats, mesh athletic shorts, etc. are not acceptable articles of clothing for the clinical setting
  - Khaki includes light colors such as: stone, sand, and tan (this does not include olive, army green, brown, etc.)
- All clothing must be free of holes or fraying
- Brown or black belts are required if your pants cannot be held up on their own
- Only closed-toe shoes will be worn in the clinical setting
  - Tennis shoes (preferred)
  - Shoes with socks (required)
- Digital or analog watch with a second hand must always be worn in the clinical setting

Event Coverage

- Appropriate for the event/sport
- Athletic Training polo shirt, khaki/black shorts or pants, OR dress clothes
- No stilettos are allowed at any time. Shoes should be worn that allow you to effectively complete ALL clinical tasks

Team Travel

- Professional dress attire (i.e. slacks and polo) or other approved attire according to team travel rules is always required
- Travel by bus or van: sweat suits may be worn during travel to and from the destination
- Travel by plane: professional dress attire (or other approved attire according to team travel rules) is required

Hair, Jewelry, Body, Art, Etc. In Any Clinical Setting

- Hair style must be clean, neat and professional
- Hair needs to be appropriate for clinical situations (long hair should be pulled back)
• Jewelry may be worn, but must not interfere with the clinical experience
• No large rings, large hoop earrings, or bulky necklaces
• Clean fingernails are a must
• Fingernails need to be trimmed short
• Synthetic fingernails are always prohibited as they have been proven to harbor bacteria, if you are caught with synthetic fingernails, you will be sent home and subjected to loss of clinical hours until they are removed at the individual's expense
• Beards and mustaches must be neatly trimmed and professional
• Pierced body parts other than pierced ears are discouraged. Use discretion and be professional. You must also abide by any team rules while you are assigned to that team.
• Attention causing tattoos are discouraged. Tattoos that include profanity, racist or sexist are prohibited and must always be covered including classroom experiences.
  o Students should make every attempt to cover tattoos during games.
• No new piercings and/or tattoos will be acquired while in the Athletic Training Program as they are an open wound and pose a health risk to the individual and those with whom the individual has contact, including athletes, instructors, preceptors, and classmates
  o Students who get a new tattoo during the academic year will be removed from their clinical experience for 6 – 8 weeks, or until the tattoo has fully healed as evaluated by the Program Director and Medical Director, due to safety concerns for the individual as well as others

If you are asked by a member of the athletic training staff to correct a dress code violation, you will need to correct the violation immediately. If the violation cannot be corrected immediately, you will be sent home and you will forfeit your clinical hours for the day.

Modes of dress or personal grooming which are deemed unprofessional or inappropriate by the AT Program and/or Preceptors will not be tolerated. Students will be given the opportunity to correct the inappropriate dress, failure to do so will result in a programmatic infraction and/or removal from the program based on severity of infraction
Absences

Absences from Academic Responsibilities

Attendance and participation are expected and will be rewarded by enhanced learning, deepened content mastery, and the potential for more beneficial relationships with peers and faculty. Courses are all designed for active learners who are motivated, willing, and capable of meeting their responsibilities for learning. Missing classes is incongruent with successfully meeting program objectives.

Attendance of class is the basis of the University concept and imperative for understanding of the course material. All class sessions are mandatory. The only excused absences must be related to University sanctioned events or holidays. If you have the opportunity to travel with a sport team, please coordinate with your course instructor BEFORE the date of travel to determine if you are able to go. While Instructors realize that the importance of being able to travel, there may be specific instances that are Students who know of a specific date (a wedding, family reunion, etc.) they are unable to attend their academic courses where missing is not conducive.

Although TAMU-CC policy holds students responsible for class attendance, I realize that as adult learners, graduate students have lives and responsibilities outside the classroom that may unexpectedly require their immediate attention. When unexpected events or emergencies such as personal illnesses, family crises, or a death in the family arise, please communicate with instructors and/or preceptors as soon as possible so that they are all aware of the situation and can work together to devise a mutually agreeable course of action.

Unexcused absences will adversely affect your grade. Arriving late or leaving class early is discouraged. The door to the classroom facility (Athletic Training Lab) may be locked during academic times to prevent interruptions. Students are required to be at the lab door by the start of class to attend class for the day. In the event a student shows up late it is up to the discretion of the instructor to admit the student. Students are encouraged to contact the instructor as soon as possible if they are going to be late. Instructors are not obligated to admit students late as it causes a disruption of the class delivery and interrupts learning for all other students. Students acting unprofessionally in class will be asked to leave. Should a student be dismissal for being unprofessional, an unexcused absence will be issued.

Sudden Absence Due to Illness or Emergency

It is inevitable situations may arise and a student might have to miss class or clinical due to an illness. It is the student’s responsibility to notify the instructor and/or preceptor prior to this absence OR as soon as possible in the event of an illness, accident, etc. Students may be required to provide documentation of the injury, illness, accident, etc. It is the student’s responsibility to make up any work missed. If a student missed clinical hours, it is the individual’s responsibility to coordinate with their preceptor to make up their clinical hours.
Tardiness

Habitual lateness either in the classroom or in clinical settings will not be tolerated. You need to decide to be at your clinical site and classes and to be present at your assigned times.

Your late arrival is disruptive to the entire class. On your first tardy, you will receive a written warning the instructor (with the Program Director and Coordinator of Clinical Experiences copied).

Your clinical start time is set between your Preceptor and you. Your late arrival to clinical experiences appears extremely unprofessional and may convey that you do not care about the assignment. Please make every attempt to be on time. If you are going to be late, please communicate as early as you can with your Preceptor. If a situation arises where you will be late, it is your responsibility to notify your Preceptor know you will be late and when to expect you. On your first clinical tardy, you will receive a written warning from your Preceptor (with the Program Director and Coordinator of Clinical Experiences copied). Additionally, it is within your Preceptor’s prerogative to send you home.
Disciplinary Action

All Athletic Training Students are expected to adhere to all TAMUCC MS in AT Program and clinical experience institutional policies. In the event, a faculty member or a Preceptor finds a student acting outside the policies of TAMUCC Athletic Training Program or ethical guidelines, he/she may reprimand the student, file an Incident Report (Appendix K) with the Program Director. Athletic Training Students are expected to satisfactorily complete their clinical experience and their classroom experience in a manner that positively reflects the TAMUCC MS in AT Program and the profession of Athletic Training. Failure to do so will result in disciplinary action being taken by the AT Program Director or Coordinator of Clinical Education. If a student feels he/she has been treated unfairly in this process, he/she can submit an appeal in writing to the AT Program Director within two (2) days of the incident. Anytime a student is reprimanded, all documents related to the incident will become part of the student’s permanent file in the Program Director’s office.

Reprimand Procedures

Student Behavioral Incident Reports are used to provide a tool for documenting inappropriate behavior and subsequent discussions regarding the behavior. Behavioral Incident Reports will directly impact clinical experiences grades by dropping the final grade according to the severity of the violation.

1. A Behavioral Incident Report must be completed within 3 weekdays of a violation.
2. A meeting must be conducted between the supervisor and the student within 3 weekdays to discuss the report or the student is not allowed to engage in his/her clinical experiences.
3. The student is allowed the opportunity to add their comments to the Behavioral Incident Report regarding the incident.
4. Violations will be ranked:
   - **Severe Violations** include but are not limited to: very serious offenses that show disregard for the NATA Code of Ethics, safety of a student-athlete, violation of university regulations, or theft or destruction of university equipment or property.
   - **Moderate Violations** include but are not limited to: verbal abuse of staff, peers, or university employees, failure to abide by policies and procedures set forth in this handbook or specific to the clinical site, breaking patient confidentiality, and being habitually late or absent for clinical assignments.
   - **Minor Violations** include but are not limited to: minor infractions of student handbook rules or inappropriate behaviors displayed by the student such as: tardiness, unprofessional language and conversation, and unauthorized use of telephones and computers.
5. Overall clinical experience course grades (percentages) will be impacted based on the severity of the violation (severe: 25 percentage points, moderate: 15 percentage points, minor: 5 percentage points). After four minor violations, two moderate violations, or one severe violation, the student shall be placed on probation. Any violation occurring after the student has been placed on probation may result in suspension from the program.
6. A supervisor may immediately suspend a student from his/her clinical rotation due to student-athlete or patient safety issues, use of or influence of illegal drugs or alcohol, or
destruction of university property. A meeting must be conducted between the AT Program Director, the Coordinator of Clinical Education, the supervising athletic trainer, and the student within 3 weekdays to discuss the incident. The student may then be dismissed from the program.

Appeal of Disciplinary Action & Students Right to Appeal

Students may appeal disciplinary decisions by submitting a formal letter of appeal to the Athletic Training Program Director. The AT Program Director will refer the matter to the Chair of the Kinesiology Department. The Chair for the Kinesiology Department will appoint an Appeal Review Committee including: two Athletic Training core faculty members, and one member from the Department of Kinesiology faculty. The Appeal Review Committee will evaluate the student’s letter of appeal and investigate the matter and will render a written verdict on the matter. The Chair of the Kinesiology Department will notify the AT Program Director and the student of the committee’s decision in writing. Students can further appeal the decision by submitting a formal appeal to the appropriate university body (e.g. College of Education and Human Development, Student Affairs, Academic Affairs, and/or College of Graduate Studies).
Legal Issues in Athletic Training

An athletic trainer is defined as a qualified allied healthcare professional educated and experienced in the management of healthcare problems associated with sports participation. The athletic trainer works in cooperation with the physician and other allied healthcare personnel for the ultimate good of the athlete. The athletic trainer must also work with the other members of the medical team as well as the administrators, parents, athletes, and coaches in providing efficient and responsive athletic healthcare. The student will learn the applications of the athletic training profession as taught in the classroom as well as the clinical experiences. It is the responsibility of the licensed / certified athletic trainers to teach the athletic training students. There are many legal implications in athletic training. You must always be aware of what you are doing and know the consequences if you fail to act as a normal prudent person. You must be willing to accept the responsibilities of your actions and do not do anything that leaves any doubt in your mind as to its soundness. Keep in mind that you will affect more people by your actions in the athletic training profession than any other healthcare team member. You are in continuous contact with coaches, parents, administrators, fans, and most importantly, student-athletes or patients. Your actions will affect the patient in the present and in the future. Therefore, you must keep the patient's welfare uppermost in your mind. The effects of your actions will be lasting. Make every effort possible to help keep the patient mentally and physically healthy so that they can enjoy their current activities as well as being able to continue to be physically active the rest of their lives. As an athletic training student, you must follow the guidance of the assigned preceptor and Physicians. Do not place yourself in a position of compromise when the patient’s wellbeing is at stake. Do not attempt a procedure that has not been approved by the preceptor and physician. Do not attempt a procedure that you have not been declared proficient in by the preceptors. Do not make statements about the condition, injury, treatment, or general physical status to unauthorized personnel. This also includes private information discussed within the facility and private meetings. When present, the Physician makes the final decision if the injured patient can be released. If not, then the preceptor will make the final decision. The decision is made to assure the safety and welfare of the patient.

Legal Terminology

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
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<tbody>
<tr>
<td>Liability</td>
<td>The state of being legally responsible for the harm one causes another person.</td>
</tr>
<tr>
<td>Negligence</td>
<td>The failure to use ordinary or reasonable care.</td>
</tr>
<tr>
<td>Injury</td>
<td>An act that damages or hurts.</td>
</tr>
<tr>
<td>Assumption of Risk</td>
<td>The individual, through expressed or implied agreement, assumes that some risk or danger will be involved in the undertaking.</td>
</tr>
<tr>
<td>Accident</td>
<td>An act that occurs by chance or without intention.</td>
</tr>
<tr>
<td>Tort</td>
<td>A legal wrong committed against another person.</td>
</tr>
<tr>
<td>Act of Omission</td>
<td>An individual fails to perform a legal duty.</td>
</tr>
<tr>
<td>Act of Commission</td>
<td>An individual commits an act that is not legal to perform.</td>
</tr>
<tr>
<td>Statute of Limitation</td>
<td>A specific length of time that individuals may sue for damages from negligence.</td>
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Risk Management Documentation Following MSAT Program Admission

Confidentiality

At various times students may be asked questions regarding the medical or playing status of a student-athlete or patient by a member of the media or someone else outside of the athletic training program. This information is confidential and may not be released. Students approached about the medical or playing status of a student-athlete should refer that person to the Head Athletic Trainer, the athlete him/herself, the supervising athletic trainer for that sport, or to the head coach of that sport. All written and verbal reports or correspondence regarding a student-athlete’s medical or playing status is confidential and must be handled accordingly.

Texas A&M University-Corpus Christi Athletic Training Program has an ethical, legal and moral obligation to protect the confidentiality of our student-athletes and any patient that you may come into contact with during your clinical rotations (Appendix L). Protected health information will be held in the strictest confidence and in accordance with the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA). All information relating to student-athlete or patient evaluation, care, treatment, rehabilitation, condition, payment or operations constitutes confidential information.

• Athletic Training Students shall never discuss a student-athletes or patient’s condition with any individual who is not directly supervising the athletic training student in the clinical setting (i.e. Preceptors, Team Physicians and other Health Care Providers) at Texas A&M University-Corpus Christi. Reasonable accommodation should be made to ensure the privacy of all student-athletes and patients such as discussing any questions in private with Preceptors, Physicians, and other health care providers.

• Any disclosure of protected health or confidential information by Athletic Training Students could render Texas A&M University-Corpus Christi, Athletic Training Staff, Team Physicians, and other health care providers liable for damages. Any Athletic Training Student who violates the confidentiality of student-athletes and/or patients during clinical rotations/assignments will result in immediate disciplinary action by the Director of Athletic Training. Disciplinary action may include suspension or termination from the clinical rotation and may also result in suspension or termination from the Athletic Training Program at Texas A&M University-Corpus Christi. Documentation of any such incident will be kept in the Athletic Training Student’s academic file.

• Should the Athletic Training Student feel that confidential or protected health information has been disclosed to an unauthorized individual or entity, he/she should immediately notify the Approved Clinical Instructor, Clinical Instructor, Physician or other health care provider who is supervising the Athletic Training Student in the clinical setting so that the Director of Athletic Training can be notified immediately and appropriate follow up can be made with the student-athlete or the patient involved.


**Liability**

Whether utilizing athletic training skills on a fellow athletic training student or a patient in the clinical setting, it is part of the student’s responsibility to make every effort to protect the welfare of any student-athlete, patient, coach, athletic trainer or other athletics personnel during an athletics practice or competition. Our main objective is SAFETY. The future well-being of the patient is of utmost importance. Remember what Hippocrates said “First, “Do No Harm.” Make sure actions are those of a reasonable and prudent person. Students are expected to know their responsibilities and limitations as an athletic training student and not exceed them.

In order to prevent any type of injury or accident from occurring, students should always be aware of what is going on around you. Students and staff are expected to take a proactive approach to preventing accidents. Communication plays a key role. Students are to notify their supervisor something needs to be repaired. This may be as simple as picking up a piece of trash, wiping or mopping a wet spot on the floor, or moving a piece of equipment to a different location.

**Liability Insurance**

Each student in the program is required to have liability insurance coverage. Each athletic training student is enrolled in a blanket liability insurance policy by the Department of Kinesiology. The policy provides up to $1,000,000 coverage per incident and $3,000,000 coverage per year. The fees for this insurance are paid through the materials fee charged for enrollment in the Clinical Experience courses. It is important that each athletic training student is enrolled in a Clinical Experience course each semester to maintain their liability insurance coverage. A copy of the policy is kept in the Kinesiology Department.

**Sanitation**

Students are required to use proper hand washing techniques and practice good hygiene. Students are required to use Universal Precautions at all times when functioning as an athletic training student in the Athletic Training program. This applies to all on and off-campus clinical sites.

**Communicable Disease**

Upon formal admission to the MSAT Program, students will be scheduled for a Program Orientation meeting. Students will be educated and informed about risk management protocols for the Athletic Training Program and will be asked to sign forms to memorialize their training.

The following policy and procedures are designed to address appropriate notification and control of communicable disease.

A communicable disease is defined as a disease that may be transmitted directly or indirectly from one individual to another. Diseases such as streptococcal sore throat and influenza can be spread by discharges from the nose or throat, either by droplet through the air or by contact with
objects contaminated by these discharges. Thus, they can be spread by casual contact such as
those that occur in a school setting or healthcare environment. Some vaccinations are available to
help prevent disease transmission (Appendix M) and blood borne pathogens (Appendix N).
Students will be trained regarding Universal Precautions as well (Appendix O).

Any Athletic Training Student that is diagnosed by a medical professional with having a
communicable disease that may be transmitted by casual contact shall immediately notify the
Director of Athletic Training, the Texas A&M University-Corpus Christi University Student
Health Center and their clinical supervisor if applicable.

Students may not participate in clinical rotations and field experience (on-campus or off-
campus) while they are affected by a communicable disease. Students may only return to clinical
rotations and field experiences with written permission of the attending physician and with
notification to the University Student Health Center.

**Radiation Exposure**

During the course of the MS in AT educational experience, MS in AT students may be exposed
to radiation and should abide by Baylor University’s and/or the clinical site’s radiation exposure
plan. Texas A&M University-Corpus Christi’s clinical sites and classroom laboratory
environments comply with the university Radiation Safety policy (https://www.tamucc.edu/finance-and-administration/facility-
administration/ehs/safety/laboratories.php)

**Personal Health Insurance**

Students are encouraged to have their own personal health insurance policy, but it is not required
for program admission or retention. Students will be asked to share information about their
personal health insurance policy with the AT Program (Appendix P). This information will
ONLY be used in the event an Athletic Training Student becomes injured or ill. This information
can help the Preceptor to refer the individual to the most cost-efficient medical care available.
Students are responsible for all medical costs associated with participation in the MSAT program
including those for injuries and illness.

**Bloodborne Pathogens Policy**

American Red Cross bloodborne pathogen training will be provided for all students (Appendix N).
Renewal of this training will be done yearly for all returning athletic training students along
with CPR/AED for the Professional Rescuer recertification as needed at the beginning of each
Summer.

Athletic Training Students will be provided Personal Protective Equipment and should be
practicing Universal Precautions (Appendix O) when participating in the classroom or at their
clinical experience sites.
Bloodborne pathogens are defined as disease-causing microorganisms that can be transmitted through blood contact. Bloodborne pathogens of concern include Hepatitis B (*Appendix M*), Hepatitis C or HIV. Below are some definitions that will assist in managing situations where bloodborne pathogens may be present.

**Infectious Materials** – body fluid such as vomit, feces, urine, or saliva which could be contaminated with blood or blood itself

**Contaminated** – presence of blood or other infectious materials on an item or surface

**Decontamination** – use of physical or chemical means to remove or destroy bloodborne pathogens on a surface or item to the point where they are no longer capable of transmitting infectious particles. Commercial solutions (i.e. Sanicide or Iso-Quin) are usually used to decontaminate.

If an athletic training student experiences an exposure to blood or body fluids via mucous membrane or non-intact skin, the following procedure must be followed.

The student and preceptor will:
1. Wash the area thoroughly
2. Report to his/her immediate supervisor and the AT Program Director to discuss follow-up testing and/or treatment.
3. Complete an incident/injury report (*Appendix Q*), with a description of the occurrence including detailed information as to where and how exposure occurred, and if the exposure was related to a sharp device, the type of device, and how and when in the course of handling the device the exposure occurred. The report will be kept in the student’s permanent file with the AT Program Director.

*The student with an exposure will be immediately referred to the University Student Health Center. The cost for student exposures testing and treatment will be billed to their insurance when available or the student will be responsible for the cost of the services provided.*

**Social Media and Digital Professionalism Policy**

Digital and Social media play a significant role in our daily lives. We have embraced technology in new and over-reaching ways in and out of the classroom. Sometimes the line of what should remain private and what is public information has become blurred. Social media can be an effective way to advocate for the profession; however, in sharing information we need to be cognizant that we are not violating patient’s rights to privacy. It is our hope that these guidelines will allow you to build a responsible “digital footprint” which will follow you as an individual, student and professional. Students must sign the TAMUCC MSAT Social Media and Digital Professionalism Form (*Appendix R*).

**Some Thoughts on Social Media Identities and Digital Professionalism:**

*Courtesy of Denise Fandel and Susan McGowan as representatives of the Board of Certification [BOC]*)
• Your professional identity extends into all online communities you join, and you are still a professional there

• Establish and sustain an online professional presence that befits your responsibilities while representing your interests … but be selective where you establish a profile.

• Use privacy controls to manage more personal parts of your online profile and do not make public anything that you would not be comfortable defending as professionally appropriate in a court of law or in front of a disciplinary panel.

• Think carefully and critically about how what you say or do will be perceived by and reflect on others, including individuals and organizations. Act with appropriate restraint.

• Almost everything online can be monitored, recorded, or data mined by multiple groups. Consider every action online as permanent. Think carefully and critically how what you say or do online today will be perceived in years to come.

• Pretense and deceit are inappropriate behaviors for health professionals. Do not impersonate or seek to hide your identity for malicious or unprofessional purposes.

• Be aware of the potential for digital attack or impersonation. Know how to protect your reputation and what steps to take when it is under attack.

• Behave professionally and respectfully in all venues and using all media and take responsibility for modeling positive digital professionalism to others.

**Digital and Social Professionalism for the TAMUCC Athletic Training Student:**

Please keep the following guidelines in mind as you participate on social networking websites and in your clinical experiences:

• Before participating in any online community understand that anything posted online is available to anyone in the world. Any text or photo online is completely out of your control the moment it is placed online – even if you limit access to your site.

• You should not participate in social media activities including those with student-athletes’ at TAMUCC unless it is directly related to coursework at the university. Keep professional relationships professional. It is recommended you end these media-based relationships as soon as the course is completed.

• You should not post information, photos, or other items online that could embarrass you, your family, your team, and the athletic department, or Texas A&M University-Corpus Christi.

• You should not post your home address, local address, phone number(s), birthday, or personal information. You could be opening up yourself to predators.
• Be very cautious of posting your whereabouts or travel information. While it might be exciting for you to travel with a team, announcing travel plans may allow predators to violate your residence and/or vehicle while you are gone.

• Athletic training faculty, coaches, and athletic department administrators can and do monitor these web sites. Any inappropriate content on these sites will be addressed immediately.

• Potential employers, internship supervisors, graduate programs, and scholarship committees now search these sites to screen candidates and applications.

• General rule of thumb: if you wouldn’t show a postings and/or pictures to your grandparent and/or a child then you shouldn’t be posting the information. Be cautious!

• Once information is posted, you never truly get it back! Someone somewhere has seen it and the damage is done.

• Be very careful when you speak or post things. Once they’re out there it can only be forgiven…. Not forgotten.

• If you do have a social media site, it might be prudent to change your password frequently to prevent someone hacking your account.

• It is to your advantage to inform your friends about the dangers of positing unflattering or unprofessional photos or posts of you. Even though you cannot control what other people post, be vigilant about the company you keep and their social media habits.

• It may be in your best interest to unfriend people whom negatively reflect on your professional public image.

• Courts have determined recently that first amendment rights do not always apply to social networking sites.

• Courts have determined that posting “likes” on Facebook can be used against a person and is not a liberty protected by the first amendment rights.

• Use common sense, do not friend people online that you do not know! Protect yourself and use common sense.

• If a student is caught engaging in inappropriate, detrimental or derogatory behaviors, the student will automatically fail the course, be removed from the program, and turned into the university ethics board.

• Cell phones are permitted in class and clinical experiences but should not be used unless there is an emergency. If you are caught taking a picture with your cell phone or a camera
during class or clinical experiences, you will face at minimum, a program violation. Because you are an allied health care professional, pictures (either for private or public use) can violate patient privacy laws; therefore, phones should not be visible in the classroom, athletic training center or clinical sites.

**Photo Release & Program Social Media Policy**

Students may not take their own photos of clinical experiences while in the program. If a preceptor, AT Faculty or Staff and/or University photographer takes pictures then those pictures will be examined for confidentiality. If determined acceptable, the pictures may be posted to the program’s social media sites to promote the program and the profession of athletic training. All measures will be taken to always protect the confidentiality of patients. Students may share these posted pictures to their own social media sites.

Please limit your comments on social media regarding your experience. You must NOT violate any athlete’s confidentiality and/or post pictures of your experience that are not taken by the program. I would highly encourage you to limit the amount of information you share on social media regarding your experience to limit your liability.

You will sign the Photo Release Form (*Appendix S*) which will allow the program to take photos and market the program.
Facility Rules

Athletic Training Center Rules and Regulations

1. Report all injuries immediately to an athletic trainer.
2. All treatments must be initiated by a member of the athletic training staff. Student-athletes may not treat themselves or prescribe their own treatment.
3. The Athletic Training Center is a co-ed facility. Appropriate dress is always required.
4. All belongings (coats, shoes, boots, backpacks, etc.) should be left in the locker room or outside the Athletic Training Center during the visit.
5. Absolutely no tobacco at any time on athletic fields, courts, or athletic training facilities. Food and drinks (except water) are not allowed in the treatment areas of any Athletic Training Centers at any time.
6. Student-athletes may not use any equipment in the Athletic Training Center without the supervision of an athletic trainer.
7. Excessive noise or the use of inappropriate language while using the Athletic Training Center will not be tolerated.

Calibration

All modalities in each clinical setting will be calibrated annually. Each clinical site will provide the MS in Athletic Training Program verification of calibration. All units should have calibration stickers that are available and visible for the Athletic Training Program during clinical site visits.

All equipment should be regularly maintained and assessed for wear and tear. Any defect in equipment will be reported immediately to the supervising Preceptor.

Parking

**Island Hall**

Students and staff may pull up to the utility room door for loading/unloading or injury. Time in this loading zone is limited and parking will not be tolerated.

**Field House**

Students and staff may park next to the Field House for loading/unloading of supplies and equipment only. Physicians may park next to the Field House during clinic time with appropriate identification in the front window. At no time shall a staff member or student drive on a sidewalk or on the grass to gain closer access to the Field House or the Fields.
Momentum Campus

Students and staff may in the momentum lot for loading/unloading of supplies and equipment only. Please consult with your preceptor to determine appropriate areas of parking. There is parking close to the tennis courts as well as the track and field area and the soccer field.

American Bank Center

Students may park in Lot 3 when working an event at the American Bank Center. Students must show their credential to gain access to the lot. Students may not park on the loading dock unless they are loading/unloading supplies. Only staff with the appropriate parking pass may park on the loading dock during the event.

Whataburger Field

Students working an event at Whataburger Field may park in the lot on the west side of Whataburger field. Students must show their credential to gain access to the lot.

First Aid and Emergency Care

The athletic training student’s role in an emergency will be determined by the Certified and/or Licensed Athletic Trainer with direct oversight. Students should never provide care without direct supervision by a Certified and/or Licensed Athletic Trainer. Students may only perform tasks which they are authorized to perform. For example, if the student is Professional Rescuer Certified, he/she can provide care within that certification. Also, students are only authorized to perform skills for which they have shown to be proficient; therefore, students may not perform tasks unless they have been authorized to do so by their clinical preceptor and the Coordinator of Clinical Education Coordinator. All preceptors will be continually informed of the authorized skills a student may perform during their clinical experiences by the Coordinator of Clinical Education Coordinator or AT Program Director. However, it is ultimately the responsibility of the student to only perform those skills that they are authorized to perform.

University vehicles should be used by staff athletic trainers or athletic training students (must be approved University driver) to transport student-athletes when available and appropriate (as determined by the Certified and/or Licensed Athletic Trainer). However, athletic training students should never transport student-athletes in personal vehicles.

Emergency Action Plans for each site should be provided to the student on the first day at that site, and any questions/clarifications should be made between the clinical preceptor and the student. A copy of the Emergency Action Plan for each clinical site will be uploaded on ATrack.

Emergency Procedures
Emergency Action Plans (EAPs) will be provided at each site and/or within the medical kit of the Athletic Trainer. The EAP includes information about location of emergency equipment, site address, entrances for emergency personnel and vehicles, and nearest hospital. It is always best to err on the side of caution and activate EMS in emergency situations. Students are prohibited from transporting student-athletes in personal vehicles.

Athletic Training Students and staff are expected to review the EAPs at each site a minimum of twice a year (the beginning of each semester). During review of the EAP, students and staff are to discuss and understand specific roles of the personnel in an emergency. If the situation calls for modification of the procedure to ensure the safety of the patient or the response team, the licensed athletic trainer shall assign roles to Athletic Training Students as needed.

**Athletic Training Students & OTC Medications**

At no time may an athletic training student handle any prescription medications unless it is to hold onto medication that has already been dispensed to the student-athlete (i.e. asthma inhaler). Athletic Training Students may only administer over-the-counter medications under the direct supervision of a credentialed athletic trainer (reference the Athletic Training Staff Operating Guidelines). Before any student distributes an OTC to a student-athlete, he/she must know the indications and contraindications for that OTC and obtain a history of relevant medical conditions and drug allergies. Only single doses of an OTC may be given out. Any time an OTC is provided to a student-athlete, it must be recorded in the OTC log.

**Physician Referral**

In non-emergency situations, the supervising staff athletic trainer shall decide whether to refer an athlete to the team physician. If the student-athlete visits a physician without a referral from a staff athletic trainer, he/she will be held financially responsible for the charges from the visit. At no time may any athletic training student or coach schedule an appointment for a student-athlete to visit a physician without authorization from the supervising athletic trainer.

The team physician is responsible for referring student-athletes to outside medical specialists. Without the team physician’s referral, the student-athlete will be held financially responsible for the charges from the visit unless approved by the Head Athletic Trainer. If a student-athlete is under the care of any physician for an injury or illness, he/she must have clearance by the team physician to return to participation.

**Record Keeping**

All injuries should be recorded by completing an injury report using SportsWare as soon after the injury as possible. The supervising athletic trainer for the sport shall then update the case daily (progress, change in participation status, etc.). All injury treatment and rehabilitation interventions must be recorded in the student-athletes file within SportsWare or within the paper file for a given patient. Students entering notes in SportsWare must provide their name at the end of the note.
**Student Travel**

Students may travel with their clinical preceptors to away competition, conferences and for other learning experiences. Students must be supervised by their clinical preceptor when performing clinical skills during away trips. The same procedure as if at home should be followed for caring for the student-athlete if he/she is injured or becomes ill during competition. Students and/or clinical preceptors are expected to notify the Coordinator of Clinical Education PRIOR to travel. When a student is traveling, emergency contact information must be taken with the clinical preceptor and a copy turned into the University Police Department prior to departure. Additionally, it is the student’s responsibility to speak with instructors to plan for course work to be made up, if available.

**Transporting Student-Athletes**

Athletic training students on occasion may be asked to accompany a student-athlete to doctor’s appointment. Athletic training students should use this opportunity as a learning experience. Unless the student-athlete objects, the athletic training student should be present in the exam room while the doctor is evaluating the student-athlete. When the athletic training student returns the student-athlete to the Athletic Training Center, the student must communicate with the student-athlete’s supervising athletic trainer regarding the doctor’s recommendations.

Only students approved by the Athletic Department may transport a student-athlete. At NO time shall a student use his or her personal vehicle to transport a student-athlete. Athletic training personnel are encouraged to use departmental vehicles for transportation of student-athletes and students when available.

**Emergency Contact Information**

Each athletic training student is required to provide the Emergency Contact Information on ATrack. This information is available to The Coordinator of Clinical Education, the AT Program Director and the student’s clinical preceptor(s). Should the athletic training student become ill or injured during his/her clinical experience and need emergency care, a member of the athletic training staff shall contact the student’s emergency contact person listed on the form.

When a student has the opportunity to travel with a team while accompanied by his/her clinical preceptor, emergency contact forms must be turned into University Police Department prior to departure from campus (preferably with that sport’s emergency contact forms).
Professional Athletic Training Information

Professional Association Memberships

Students are encouraged to join the National Athletic Trainers’ Association if they are accepted to the Professional Phase of the Athletic Training Program. Membership in the NATA will provide benefits to the student. Professional Athletic Training Students apply online. Membership benefits include:
• A subscription to the Journal of Athletic Training and NATA News
• Access to the placement vacancy notices
• Reduced rates for registration to the NATA Annual Meeting
• Reduced rates for taking the BOC exam
• Eligibility for NATA scholarships
• Membership to Regional (SWATA) and state (TSATA) associations and all benefits pertaining to (e.g. scholarships)

Students are also encouraged to join the SWATA Athletic Training Students’ Association (SWATA). This is a student organization within the Southwest Athletic Trainers’ Association (NATA District VI). Students can join online separately for the District, or a paid membership through the NATA will cover the District Dues. Membership to the NATA includes membership to SWATA. Members of SWATA are also eligible for scholarships through SWATA.

Other professional associations with benefits for athletic training students are the National Strength and Conditioning Association (NSCA) and the American College of Sports Medicine (ACSM).

Membership benefits of the NSCA include:
• Subscription to the Strength and Conditioning Journal, the Journal of Strength and Conditioning Research, Performance Training Journal, TSAC Report and the NSCA Bulletin
• Reduced rates for sitting for the CSCS (Certified Strength and Conditioning Specialist) exams and NSCA-CPT (NSCA Certified Personal Trainer) exams
• NSCA-CPT (NSCA Certified Personal Trainer) exams
• NSCA Career Services.
• Educational resources and products at a member discount
• Eligibility for NSCA scholarships and grants
• For more information about the National Strength and Conditioning Association, check their website.

Membership benefits of the ACSM include:
• Subscription to Medicine & Science in Sports & Exercise, Exercise and Sport Sciences Reviews, and the Sports Medicine Bulletin
• Discounted registration for any ACSM national meeting, ACSM Certification exams, ACSM self-test fees, insurance and consumer products, and submission fee to Medicine & Science in Sports & Exercise
• Access to and inclusion in ACSM's electronic membership directory
• Access to an online mentoring program
• Access to group rate insurance (including liability insurance)
• For more information about the American College of Sports Medicine, check their website.

Islander Student Athletic Trainers’ Association

The Islander Student Athletic Trainers’ Association (ISATA) is a recognized student organization on the campus of TAMUCC. The objectives of ISATA are to increase awareness of the athletic training profession, provide educational opportunities for students, and to raise funds to assist members in attending professional workshops. All students in the program are encouraged to participate in ISATA.

Professional Seminar Attendance

Students are encouraged to attend seminars, workshops, and lectures that pertain to athletic training profession. Professional seminars that are recommended include, but are not limited to, the NATA Annual Meeting & Clinical Symposium, the SWATA Annual Meeting & Clinical Symposium, and the National Strength Conditioning Association Annual Meeting. When attending a seminar, everyone shall wear appropriate professional dress and conduct him or herself accordingly.

Board of Certification (BOC) Requirements

Per http://www.bocatc.org/candidates/exam-eligibility:

In order to attain BOC certification, an individual must complete a professional level athletic training program accredited by the Commission on Accreditation of Athletic Training Education (CAATE) and pass the BOC certification exam. A list of accredited programs can be found on the CAATE website.

In order to qualify as a candidate for the BOC certification exam, an individual must be confirmed by the recognized Program Director of the CAATE accredited education program.

For additional information regarding exam policies and procedures including fee structure, see the BOC Exam Candidate Handbook.

For additional information regarding the exam application process, see Easy Steps for Online Exam Application Approval.

Texas State Athletic Trainer License Requirements

Per https://www.tdlr.texas.gov/at/at.htm:
Specialized Education and Training

1. A baccalaureate or post baccalaureate degree from an accredited college or university and one of the following: (a) current licensure, registration, or certification as an athletic trainer issued by another state, jurisdiction, or territory of the United States; or (b) current national certification as an athletic trainer issued by the National Athletic Trainers Association Board of Certification (NATABOC).

2. In lieu of the requirements in #1 above, **a person shall hold a baccalaureate or post-baccalaureate degree which includes at least 24 hours of combined academic credit from each of the following course areas:** (A) human anatomy; (B) health, disease, nutrition, fitness, wellness, emergency care, first aid, or drug and alcohol education; (C) kinesiology or biomechanics; (D) physiology of exercise; (E) athletic training, sports medicine, or care and prevention of injuries; (F) advanced athletic training, advanced sports medicine, or assessment of injury; and (G) therapeutic exercise or rehabilitation or therapeutic modalities; **In addition, a person must have completed an apprenticeship program in athletic training that** (a) consists of 1800 clock-hours completed in college or university intercollegiate sports programs; (b) is based on the academic calendar; (c) is completed during at least five fall and/or spring semesters; and (d) is completed while enrolled as a student at a college or university for at least 1500 of the 1800 clock-hours.

3. In lieu of the requirements in #1 and #2 above applicants shall have a baccalaureate or post-baccalaureate degree in athletic training from a college or university which held accreditation, during the applicants matriculation at the college or university and at the time the degree was conferred, from a nationally recognized accrediting organization that is approved by the board.

4. All applicants must hold current certification in adult cardiopulmonary resuscitation (CPR) or current certification for emergency medical services (EMS) with the Department of State Health Services.

5. Applicants who hold a degree in physical therapy or corrective therapy should refer to the board's rules for specific information about licensure requirements.

6. Applicants must successfully complete the Texas Athletic Trainer Written Examination and the Texas Athletic Trainer Practical Examination. If an applicant has taken and passed the BOC certification exam on or after January 1, 2004, that applicant may be eligible for licensure without taking these exams. See the board rule at 22 Texas Administrative Code §871.9 (m) for details.

Jurisprudence Exam

All Applicants must complete the board's jurisprudence examination and submit proof of completion.
Appendix A: Handbook Acknowledgment

2021-2022 MS in AT Handbook Acknowledgement Form

I have been accepted into the Master of Science in Athletic Training Program at TAMUCC and I am acknowledging that I have read and understand the rules, policies and procedures documented in the Athletic Training Handbook.

By signing this statement, I agree to abide by all guidelines contained herein. I understand the TAMUCC MS in AT Program, the Department of Kinesiology, and the College of Education and Human Development have the right to periodically review and update its procedures and guidelines in order to serve the needs Texas A&M University-Corpus Christi, the TAMUCC Athletic Training Program, the Commission on Accreditation of Athletic Training Education (CAATE) and to respond to mandates of the Texas State Legislature, Texas Board of Governors, Texas Education Coordinating Board, the federal government, and other regulatory and accrediting agencies.

The MS in AT Athletic Training Handbook is not all inclusive of all Texas A&M University-Corpus Christi and College of Education and Human Development guidelines, policies, procedures, and regulations. The College of Education and Human Development reserves the right to change, rescind, or include additional procedures and guidelines in the Texas A&M University-Corpus Christi Master of Science in Athletic Training Handbook. I understand that such changes may occur without notice. I also understand this page will be kept in my digital student file in the office of the Athletic Training Program Director until graduation. A copy can be made available for my records, upon request.

Signature: _________________________________________________

Print Name: ________________________________________________

Date: _____________________________________________________
Appendix B: Documentation of Health Physical by a Medical Doctor

Each student must complete a medical examination performed by a licensed MD, DO, PA or NP prior to admission to the pre-professional phase of the program. Prior to each subsequent year and prior to engaging in any clinical experiences, the student must renew his/her medical clearance by obtaining a medical clearance and a TB test. These documents will be kept in the student’s file with the AT Program Director.

Examples of Typical Skill Needed to Complete Essential Tasks
• Students typically sit for 2-6 hours daily in the classroom, stand for 1-2 hours daily at practice and must be able to ambulate approximately 10 yards indoor or outdoor over rough terrain.
• Students frequently lift less than 10 pounds and occasionally lift between 10-20 lbs. overhead.
• Students occasionally carry up to 25-30 lbs. while walking up to 10-20 feet.
• Students frequently exert 25 pounds of push/pull forces to objects up to 50 feet.
• Students frequently twist, bend, stoop, and kneel on the floor up to 15 minutes.
• Students frequently move from place to place and position to position and must do so at a speed that permits safe handling of classmates or injured athletes.
• Students frequently coordinate verbal and manual activities with gross motor activities.
• Students use auditory, tactile, and visual senses to receive classroom instruction and to evaluate and treat injured athletes.
• Students often work within an electrical field.
• Students will need to have 20/40 vision (or corrected to) to view activities.
• Students frequently need basic neurological function to perceive hot, cold, change in contour of surface/body part.
• Students need to possess the ability to make and execute quick, appropriate and accurate decisions in a stressful environment.

TEXAS A&M UNIVERSITY-CORPUS CHRISTI
MASTER OF SCIENCE IN ATHLETIC TRAINING

This student is seeking enrollment into an allied health education program. Please examine this student and determine whether the student can perform the typical skills needed to complete the program’s requirements. It is the policy of the Texas A&M University System that no person shall be denied admission nor graduation based on any disability, provided that the person demonstrates ability to meet the minimum standards of the program.

Technological compensation can be made for disabilities in some areas, but a candidate should be able to perform in a reasonably independent manner. The use of a trained intermediary to observe or interpret information or to perform procedures compromises the essential function of the athletic trainer and may jeopardize the safety of the patient.
Please have a medical professional (MD, DO, NP, or PA) fill out the attached Health Physical Medical Clearance Form. If you doctor’s office has a similar form that they normally use, then you may submit the office form as part of your application packet. Please make sure the medical professional signs and dates the Health Physical Medical Clearance Form.

HEALTH PHYSICAL MEDICAL CLEARANCE FORM FOR ADMISSION

Information for the Examining Physician:

This student is seeking enrollment into an allied health education program. Please examine this student and determine whether the student can perform the typical skills needed to complete the program’s requirements. It is the policy of the Texas A&M University System that no person shall be denied admission nor graduation based on any disability, provided that the person demonstrates ability to meet the minimum standards of the program.

PHYSICAL EXAMINATION

Patient Information (to be completed by patient)

Patient’s Name ____________________________  Today’s Date ______________________

Date of Birth _________________________________________________________

Medical History

Do you have, or have you had, any of the following illnesses and/or conditions? (Please Circle)

<table>
<thead>
<tr>
<th>Illness</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asthma</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High Blood Pressure</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Cancer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seizures</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Other serious illness or condition</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

Details of any “Yes” answers from above: ______________________________________

Previous Injuries: ____________________________________________________________

Previous Surgeries: __________________________________________________________

Allergies: __________________________________________________________________

Current Medications: _________________________________________________________
(To be completed by examining physician)

<table>
<thead>
<tr>
<th>General Information:</th>
<th>Height (in.)</th>
<th>Weight (lbs.)</th>
<th>Blood Pressure</th>
<th>Pulse</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vision: R</th>
<th>L</th>
<th>corrected/uncorrected (circle one)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Examination</th>
<th>Normal</th>
<th>Physician’s Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eyes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ears, Nose &amp; Throat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neck</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lungs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heart</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abdomen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hernia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orthopedic (ROM, strength)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neuromuscular</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional/Psychological</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments on abnormal findings:

Are there any conditions, physical and/or emotional, which may interfere with this person functioning as an Athletic Training Student in the classroom or clinical setting?  Yes  No
If yes, please describe on a separate sheet.

Physician’s Name (please print):  

Address:  

City:  State:  Zip:

Physician’s Signature:  Date:

Revised 6/10/2022  101
Appendix C: Proof of Current Vaccination Series

TEXAS A&M UNIVERSITY-CORPUS CHRISTI
MASTER OF SCIENCE IN ATHLETIC TRAINING

IMMUNIZATION RECORDS
Please fill in the correct information regarding immunization and physical health. Please include this form, verified by a physician in your application materials.

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>M.I</th>
</tr>
</thead>
</table>

Birth Date

IMMUNIZATION INFORMATION (see below for specific immunization requirements)

<table>
<thead>
<tr>
<th>VACCINE (provide dates)</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>Booster</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measles, Mumps, Rubella (MMR)</td>
<td>1 or 2 doses of MMR vaccination OR positive quantitative titer report showing immunity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Varicella (Chicken Pox)</td>
<td>2 doses (at least 4 weeks apart) OR proof of a chicken pox diagnosis by a physician OR report showing immunity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hepatitis B</td>
<td>3 doses (0,1 month after 1st dose, 4-6 months after 2nd dose) OR positive titer report showing immunity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diphtheria, Tetanus, Pertussis (Td, Tdap, DTP)</td>
<td>1 dose of Tdap vaccination after age 18 with Td booster every 10 years</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bacterial Meningitis (MCV4, MPSV4)</td>
<td>Evidence of vaccination must be shown to register for classes. Exceptions apply based on age &gt;22.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Other vaccinations may be required dependent upon clinical experience

I certify that the above immunization records are complete and accurate to the best of my knowledge.

Student Signature __________________ Date __________

I certify that the above information is accurate and true to patients’ records

Physician Signature —OR— Stamp of Health Facility __________________ Date __________
# IMMUNIZATION REQUIREMENTS

Proof of Immunization or Naturally Acquired Immunity - REQUIRED

<table>
<thead>
<tr>
<th>VACCINE</th>
<th>REQUIREMENT</th>
<th>REQUIRED FOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measles (Rubeola)</td>
<td>Two (2) doses of live measles vaccine (combined measles-mumps-rubella/MMR meets requirement), with first dose at 12 months of age or later and second dose at least 28 days after first dose OR Laboratory/Titer evidence for immunity</td>
<td>Students born in or after 1957</td>
</tr>
<tr>
<td>Mumps</td>
<td>One (1) dose at 12 months of age or later (MMR meets requirement) OR Laboratory/Titer evidence for immunity.</td>
<td>Students born in or after 1957</td>
</tr>
<tr>
<td>Rubella (German Measles)</td>
<td>One (1) dose at 12 months of age or later (MMR meets requirement) OR Laboratory/Titer evidence for immunity.</td>
<td>Students born in or after 1957</td>
</tr>
<tr>
<td>Varicella (Chicken Pox)</td>
<td>One (1) dose at 12 months of age or later but before the student’s 13th birthday OR If first dose is given after student’s 13th birthday: Two (2) doses at least 4 weeks apart OR Medical history of varicella disease OR Laboratory/Titer evidence of immunity.</td>
<td>All students</td>
</tr>
<tr>
<td>Tetanus, Diphtheria</td>
<td>One Td booster dose within 10 years prior to matriculation. *Recommendation: Students who are unable to document a primary series of three (3) doses of tetanus containing vaccine (DtaP, DTP, or Td) are strongly advised to complete a three (3) dose primary series with Td.</td>
<td>All students</td>
</tr>
<tr>
<td>Hepatitis B</td>
<td>Three (3) dose hepatitis B series (0, 1-2, and 4-6months) OR Three (3) dose combined hepatitis A and hepatitis B series (0, 1-2, and 6-12 months) OR Two (2) dose hepatitis B series of Recombivax (0 and 4-6 months, given at 11-15 years of age) OR Laboratory/Titer evidence of immunity prior to infection.</td>
<td>All students</td>
</tr>
</tbody>
</table>
Appendix D: Proof of Current TB Test

TEXAS A&M UNIVERSITY-CORPUS CHRISTI
MASTER OF SCIENCE IN ATHLETIC TRAINING

PROOF OF CURRENT TB TEST

Applicants for the Master of Science in Athletic Training Program are required to have documentation of a current TB Test. The TB Test must have been administered and read within the past month of the date of application to Texas A&M University-Corpus Christi. If a student is unable to have a TB Test, then medical documentation signed by a physician must be submitted by the student explaining the specific situation.

| Patient’s Name: __________________________________________________________ |
| Testing Location: ________________________________________________________ |
| Date Placed: ____________________________________________________________ |
| Site: □ Right  □ Left |
| Signature (administered by): _____________________________________________ |
| □ RN  □ PA  □ DO  □ MD  □ Other |

Date Read (within 48-72 hours from date placed): ____________________________

PPD (Mantoux) Test Result: □ Positive    □ Negative

Comments and Any Adverse Reaction(s), if any: ________________________________

________________________________________________________________________

Signature (results read/reported by):________________________________________
| □ RN  □ PA  □ DO  □ MD  □ Other |
Appendix E: Signed Technical Standards Acknowledgment Form

TECHNICAL STANDARDS ACKNOWLEDGMENT
Master of Science in Athletic Training Program

The Master of Science in Athletic Training Program (MSAT Program) at Texas A&M University-Corpus Christi (TAMUCC) is a rigorous and intense academic and clinical educational program which places specific requirements and demands upon students enrolled in the program. The objective for the MSAT Program is to prepare graduates to enter a variety of employment settings in order to render care to a variety of individuals engaged in physical activity.

The technical standards set forth by the Athletic Training Program (MSAT Program Technical Standards) establish the essential qualities considered necessary for students admitted to the MSAT Program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program’s accrediting agency (Commission on the Accreditation of Athletic Training Education [CAATE]). TAMUCC does not use the MSAT Program Technical Standards in any manner for admissions decisions concerning MSAT Program applicants. After admission, each MSAT Program student will be required to affirm his or her ability to fulfill the MSAT Program Technical Standards, with or without reasonable accommodation. In the event a student is unable to fulfill the MSAT Program Technical Standards, with or without reasonable accommodation, the student will be removed from the MSAT Program.

Compliance with the MSAT Program Technical Standards does not guarantee a student’s eligibility for the National Athletic Trainers’ Association Board of Certification (BOC) examination.

Students in the Master of Science in Athletic Training Program must demonstrate:

1. The mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm.

2. Enough postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients.

3. The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice.

4. The ability to record the physical examination results and a treatment plan clearly and accurately.

5. The capacity to maintain composure and continue to function well during periods of high stress.

6. The perseverance, diligence and commitment to complete the athletic training education program as outlined and sequenced.

7. Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.
8. Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

Application of the MSAT Program Technical Standards

1. A copy of the MSAT Program Technical Standards will be placed in each application packet. The copy is for information and requires no action on the part of the applicant.

2. At the time a letter of acceptance is tendered to an applicant, the letter will be accompanied by another copy of the AT Program Technical Standards. At that time, the student must respond in writing that s/he does/does not accept the offer of admission. Further, the student must state in writing that s/he has read and can meet the AT PROGRAM Technical Standards with or without reasonable accommodation.

3. If the student does request accommodation, the requested accommodation must be specifically stated in writing. Further, the student will be required to submit written verification of disability and recommendations from the office of Disability Services (DS) for accommodation to the Director of Athletic Training.

4. The Director of Athletic Training will confer with Disabilities Services (DS) regarding assessment for and accommodation for the specific disability. DS will evaluate a student who states s/he could meet the MSAT Program Technical Standards with accommodation and confirm that the stated condition qualifies as a disability under applicable laws. This includes a review of whether the accommodations requested are reasonable, taking into account whether the accommodation would jeopardize clinician/patient safety, or the educational process of the student or the institution, including all coursework, clinical experiences and internships deemed essential to graduation. Disability Services may require further examination and/or testing by a professional approved by the University. The additional documentation will be reviewed by Disability Services, which will then render a decision regarding the student’s ability to meet the standards for completion of the curriculum with reasonable accommodation.

5. If the student is judged to be able to meet the MSAT Program Technical Standards, Disability Services will notify the Director of Athletic Training in writing regarding the accommodation to be provided to the student. The student will receive a copy of that letter.

6. If the student desires any change in accommodation, either deletion or addition of accommodation, Disability Services will validate their need for accommodation and will consult with the MS in Athletic Training Program to determine if reasonable accommodation can be made. This determination will consider whether accommodation would jeopardize clinician/patient safety or undercut an essential element of a course, clinical experience, or internship.

7. If the requested accommodations requested cannot be met in a reasonable manner, then the student will be removed from the MSAT Program because the student cannot meet the standards for completion of the curriculum. The Director of Athletic Training will notify the student verbally and in writing of such a decision.

8. Students may appeal academic removal decisions by submitting a formal appeal to the MS in Athletic Training Program Director. The Program Director will refer the matter to the Chair of the Kinesiology Department and a committee of faculty members including two Athletic Training
faculty and one Kinesiology faculty. The committee will hear the student’s appeal and investigate the matter. The Chair will notify the Program Director and the student of the committee’s decision in writing. Students can further appeal the decision by submitting a formal appeal to the appropriate university body (e.g. College of Education, Division of Student Engagement and Success).

9. Grievances concerning accommodations requests should be made to the Office of Disability Services.

By signing below, you are acknowledging you were provided information on the Technical Standards and understand what will be asked of you in the Athletic Training Program. Upon admission to the AT Program, you will complete an additional Technical Standards form in which you will either attests your ability to complete the tasks as assigned or requesting reasonable accommodations:

Printed Name of Applicant  Date

Signature of Applicant  Date
Appendix F: Three Professional Recommendations

The form for three professional recommendations will be generated by the student when they fill out ApplyTexas and apply for the AT Program. Candidates will provide contact information for references and the form will be automatically sent. Upon completion of the form, the form is automatically sent back to the College of Graduate Studies.

Here is what the form looks like that the candidate’s reference will fill out:

![Athletic Training Reference Form](image-url)
# Evaluator's Information

* First name: 
* Last name: 
Address: 
City: 
State: 
Zip: 
Phone: 
* Email: 
Job Title: 

* required information

# Evaluation

Please rate applicant on qualities below to the best of your knowledge

<table>
<thead>
<tr>
<th>Individual characteristic</th>
<th>Exceptional</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capacity for Independent Thinking</td>
<td>☐</td>
<td>☐</td>
<td>☒</td>
<td>☒</td>
</tr>
<tr>
<td>Intellectual Ability</td>
<td>☐</td>
<td>☒</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>Leadership Ability</td>
<td>☒</td>
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<td>☐</td>
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</tr>
<tr>
<td>Motivation to Work</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☒</td>
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<tr>
<td>Ability to Work Well with Others</td>
<td>☒</td>
<td>☐</td>
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<td>☐</td>
</tr>
<tr>
<td>Ability to Express Self Orally</td>
<td>☒</td>
<td>☐</td>
<td>☒</td>
<td>☒</td>
</tr>
<tr>
<td>Writing Ability</td>
<td>☒</td>
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<tr>
<td>Emotional Maturity</td>
<td>☒</td>
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<td>☐</td>
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<tr>
<td>Likelihood of Success in Graduate Work</td>
<td>☐</td>
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<tr>
<td>Likelihood of Career Success</td>
<td>☐</td>
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<tr>
<td>Problem-Solving Ability</td>
<td>☐</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
</tr>
<tr>
<td>Analytic Ability</td>
<td>☐</td>
<td>☒</td>
<td>☒</td>
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</tr>
</tbody>
</table>

How long have you known this applicant?
In what capacity do you know this applicant? Are you his/her co-worker, supervisor, etc.? What is your working/professional relationship with this applicant?

Please share any additional information about this applicant that might help us assess potential for success

Submit  Clicking submit will email your request to gradweb@tamucc.edu.

Please contact us with any issues or concerns at 361-825-2753, or via email at gradweb@tamucc.edu
Appendix G: Pre-Requisite Course Self-Audit Form

TEXAS A&M UNIVERSITY-CORPUS CHRISTI - MASTER OF SCIENCE IN ATHLETIC TRAINING

Prerequisite Course Self-Audit Form
Please fill in this form, according to information regarding completed and currently enrolled courses. All prerequisite courses must be completed with a 3.0 average or better.

<table>
<thead>
<tr>
<th>Prerequisite Course</th>
<th>Course Number</th>
<th>Course Name</th>
<th>Institution Name</th>
<th>Term Completed</th>
<th>To be Completed</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology (4cr)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anatomy (4cr)</td>
<td></td>
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<td></td>
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<tr>
<td>Physiology (4cr)</td>
<td></td>
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<tr>
<td>Chemistry (4cr)</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Physics (4cr)</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Intro to Psychology (3cr)</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Nutrition (3cr)</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
| Exercise Physiology (4cr [-Lab
Preferred]) |               |             |                  |                |                 |             |
| Biomechanics (4cr [-Lab
Preferred]) |               |             |                  |                |                 |             |
| Statistics (3 or 4cr)                |               |             |                  |                |                 |             |
| Introduction to A.T., Anatomical
Kinesiology (Anatomy Related
Course) and/or Prevention & Care
(3cr) |               |             |                  |                |                 |             |
| Strength & Conditioning or
Exercise Testing and Prescription
(3cr) |               |             |                  |                |                 |             |

* When anatomy and physiology are combined courses, two semesters are necessary to meet this requirement.

Revised 6/10/2022
Appendix H: Technical Standards Form Submitted Following Official Program Admission

TECHNICAL STANDARDS
Master of Science in Athletic Training Program

The Master of Science in Athletic Training Program (MSAT Program) at Texas A&M University-Corpus Christi (TAMUCC) is a rigorous and intense academic and clinical educational program which places specific requirements and demands upon students enrolled in the program. The objective for the MSAT Program is to prepare graduates to enter a variety of employment settings in order to render care to a variety of individuals engaged in physical activity.

The technical standards set forth by the Athletic Training Program (MSAT Program Technical Standards) establish the essential qualities considered necessary for students admitted to the MSAT Program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program's accrediting agency (Commission on the Accreditation of Athletic Training Education [CAATE]). TAMUCC does not use the MSAT Program Technical Standards in any manner for admissions decisions concerning MSAT Program applicants. After admission, each MSAT Program student will be required to affirm his or her ability to fulfill the MSAT Program Technical Standards, with or without reasonable accommodation. In the event a student is unable to fulfill the MSAT Program Technical Standards, with or without reasonable accommodation, the student will be removed from the MSAT Program.

Compliance with the MSAT Program Technical Standards does not guarantee a student’s eligibility for the National Athletic Trainers’ Association Board of Certification (BOC) examination.

Students in the Master of Science in Athletic Training Program must demonstrate:

1. The mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm.
2. Sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients.
3. The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments...
and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice.

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

Application of the MSAT Program Technical Standards

1. A copy of the MSAT Program Technical Standards will be placed in each application packet. The copy is for information and requires no action on the part of the applicant.
2. At the time a letter of acceptance is tendered to an applicant, the letter will be accompanied by another copy of the AT Program Technical Standards. At that time, the student must respond in writing that s/he does/does not accept the offer of admission. Further, the student must state in writing that s/he has read and can meet the AT PROGRAM Technical Standards with or without reasonable accommodation.
3. If the student does request accommodation, the requested accommodation must be specifically stated in writing. Further, the student will be required to submit written verification of disability and recommendations from the office of Disability Services (DS) for accommodation to the Director of Athletic Training.
4. The Director of Athletic Training will confer with Disabilities Services (DS) regarding assessment for and accommodation for the specific disability. DS will evaluate a student who states s/he could meet the MSAT Program Technical Standards with accommodation and confirm that the stated condition qualifies as a disability under applicable laws. This includes a review of whether the accommodations requested are reasonable, taking into account whether the accommodation would jeopardize clinician/patient safety, or the educational process of the student or the institution, including all coursework, clinical experiences and internships deemed essential to graduation. Disability Services may require further examination and/or testing by a professional approved by the University. The additional documentation will be reviewed by Disability Services, which will then render a decision regarding the student’s ability to meet the standards for completion of the curriculum with reasonable accommodation.
5. If the student is judged to be able to meet the MSAT Program Technical Standards, Disability Services will notify the Director of Athletic Training in writing regarding the
accommodation to be provided to the student. The student will receive a copy of that letter.

6. If the student desires any change in accommodation, either deletion or addition of accommodation, Disability Services will validate their need for accommodation and will consult with the MS in Athletic Training Program to determine if reasonable accommodation can be made. This determination will take into account whether accommodation would jeopardize clinician/patient safety or undercut an essential element of a course, clinical experience, or internship.

7. If the requested accommodations requested cannot be met in a reasonable manner, then the student will be removed from the MSAT Program because the student cannot meet the standards for completion of the curriculum. The Director of Athletic Training will notify the student verbally and in writing of such a decision.

8. Students may appeal academic removal decisions by submitting a formal appeal to the MS in Athletic Training Program Director. The Program Director will refer the matter to the Chair of the Kinesiology Department and a committee of faculty members including two Athletic Training faculty and one Kinesiology faculty. The committee will hear the student’s appeal and investigate the matter. The Chair will notify the Program Director and the student of the committee’s decision in writing. Students can further appeal the decision by submitting a formal appeal to the appropriate university body (e.g. College of Education, Division of Student Engagement and Success).

9. **Grievances concerning accommodations requests should be made to the Office of Disability Services.**

PLEASE SIGN ONLY ONE OF THE FOLLOWING STATEMENTS:

**STUDENT STATEMENT**

I certify that I have read and understand the MSAT Program Technical Standards for completion and graduation listed above, and I believe to the best of my knowledge that I meet each of the standards without reasonable accommodation(s). I understand that if I am unable to meet these standards, I will be removed from the MS in Athletic Training Program.

Printed Name of Applicant ____________ Date ____________

Signature of Applicant ____________ Date ____________
OR

ALTERNATIVE STATEMENT FOR STUDENTS REQUESTING ACCOMMODATIONS

I certify that I have read and understand the MSAT Program Technical Standards for completion and graduation listed above and I believe to the best of my knowledge that I can meet each of the standards with certain accommodations. I will contact Services for Students with Disabilities to determine what accommodations may be available. I understand that if I am unable to meet these standards with or without reasonable accommodations, I will be removed from the MS in Athletic Training Program.

__________________________________________
Printed Name of Applicant                      Date

__________________________________________
Signature of Applicant                          Date
Appendix I: Student Learning Assessment Confidentiality Agreement

Student Learning Assessment Confidentiality Agreement

Texas A&M University-Corpus Christi Athletic Training Program (TAMUCC MS IN AT PROGRAM) values shared learning, professional discourse, and open discussion surrounding educational topics. While we do value these things the MSAT degree is an experiential degree which requires a practical assessment of student skills, application, clinical reasoning, and clinical decision making. With that there are certain elements of the student evaluation process that should be kept confidential to each student. The following items should remain confidential to each individual student:

- Practical Skill Quizzes and Exams: while multiple versions of a practical skill quizzes and exams are written, and distributed students should not discuss with classmates or peers’ items on the practical skill quiz. Keep in mind, this benefits no one. Telling a classmate what to “expect” on a practical skill quiz appears as if they are competent and the remainder of the class is not. I understand I can communicate with the instructor for the course or other program faculty regarding any questions I have or any further information I feel I need.

- Competency Assessments: competency assessments are assessed at the A, B, and C levels. Students should not discuss the items evaluated on the competency assessment with classmates or peers. The information that is acceptable to be discussed and reviewed is distributed to the entire class. I understand I can communicate with the instructor for the competency assessment or other program faculty and preceptors regarding any questions I have or any further information I feel I need.

- Standardized Patients: standardized patients are an assessment tool to determine a student’s clinical confidence, decision-making, and patient interaction. I agree to not share any information with classmates and peers. I understand sharing any information can lead to ATEP students knowing the “case” prior to assessment. I understand I can communicate with the clinical coordinator/instructor for the case regarding any questions I have or any further information I feel I need.

I have received a copy, read, understand, and agree to comply with this written policy on matters of privacy and confidentiality of student learning assessments. Any violation of confidentiality, in whole or part, could result in my suspension or termination from the Athletic Training Program at Texas A&M University-Corpus Christi. I recognize that this signed document of my agreement to uphold the provisions of this policy will be kept in my academic file.

Athletic Training Student Name ___________________________ Date __________

Revised 6/10/2022
Appendix J: Request for Absence Form

Texas A&M University-Corpus Christi Athletic Training Education Program
Request for Absence from Clinical Experience

Name__________________________________________ Clinical Level__________

I am requesting advance approval for absence from assigned clinical experience(s) on the dates and times as listed below. I have received approval from my clinical instructor, and in anticipation of my absence I have suggested a replacement if needed to complete my responsibilities/duties while I am gone.

Date Submitted:_______________________________(mm/dd/yyyy)

From:_________________________________________________________(time, mm/dd/yyyy)

To:___________________________________________________________(time, mm/dd/yyyy)

Assigned Clinical Experience (included specific schedule for event, practice, treatments etc):

Possible Replacement(s) (if needed):

Reason for Absence:

Requesting ATS Signature________________________________________Date__________

Preceptor Signature______________________________________________Date__________

Replacement Signature (if applicable)______________________________Date__________

Coordinator of Clinical Education/
Program Director Signature_________________________________Approval Date_______________

*The digital copy of this form can be found on ATrack (under “Forms”)
Appendix K: Incident Report Form

Texas A&M University-Corpus Christi

STUDENT BEHAVIORAL INCIDENT REPORT

Student: ________________________________
Date: ________________________________

Severe Violations
• Theft or malicious destruction of any Athletic Training Center, Recreational Sports, or Athletic Department property.
• Any activities in violation of university regulations.
• Negligent performance or failure to prevent the endangerment of a student-athlete.
• Violation of the NATA Code of Ethics for Athletic Training Students (see ATS Handbook)
• Other: ___________________________________________

Moderate Violations
• Verbal abuse of staff, student-athletes, or other athletic personnel (profanity, derogatory language, threats, etc.).
• Physical abuse of staff, student-athletes, or other athletic personnel.
• Failure to abide by the ATS Handbook and the Athletic Training Policy and Procedures.
• Unexcused absence from clinical rotations or mandatory ATEP meetings.
• Habitually reporting late to your clinical assignment.
• Breaking patient confidentiality (HIPAA laws).
• Displaying disrespectful behavior to student-athlete, coach, or other athletic personnel (including fans) of TAMUCC or a visiting team prior to, during, or after a competition.
• Other: __________________________________________

Minor Violations
• Tardiness: Habitually reporting late (~10min) to clinical assignments.
• Unprofessional dress appearance (revealing tops, short shorts, other universities’ apparel etc.).
• Unauthorized personal use of the telephone.
• Unauthorized use of the staffs’ computers.
• Failure to assist with opening or closing procedures as directed by an AT staff member.
• Not fulfilling the clinical duties assigned by your ACI during your scheduled time.
• Displaying unprofessional language (swearing, inappropriate conversation, etc.).
• Other: __________________________________________

Description of work-related behavior:
________________________________________
________________________________________
________________________________________

Athletic training student’s comments:
________________________________________
________________________________________
________________________________________
Staff Member Filing Report: ____________________________

I am aware of my work-related behavior that caused this report. I have read this report and discussed the described behavior with my clinical supervisor. I know that I can appeal the addition of this report to my permanent file or any disciplinary action taken by submitting an appeal in writing to the ATEP Director.

Athletic Training Student Signature ____________________________
Appendix L: Confidentiality Agreement

Texas A&M University-Corpus Christi Athletic Training Program (TAMUCC MS in AT Program) has an ethical, legal and moral obligation to protect the confidentiality of our student-athletes and any patient that you may meet during your clinical rotations. Protected health information will be held in the strictest confidence and in accordance with the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA). All information relating to student-athlete or patient evaluation, care, treatment, rehabilitation, condition, payment or operations constitutes confidential information.

- Athletic Training Students shall never discuss a student-athlete’s or patient’s condition with any individual who is not directly supervising the athletic training student in the clinical setting (i.e. Preceptors, Team Physicians and other Health Care Providers) at Texas A&M University-Corpus Christi. Reasonable accommodation should be made to ensure the privacy of all student-athletes and patients such as discussing any questions in private with Preceptors, Physicians, and other health care providers.

- Any disclosure of protected health or confidential information by Athletic Training Students could render Texas A&M University-Corpus Christi, Athletic Training Staff, Team Physicians, and other health care providers liable for damages. Any Athletic Training Student who violates the confidentiality of student-athletes and/or patients during clinical rotations/assignments will result in immediate disciplinary action by the Director of Athletic Training. Disciplinary action may include suspension or termination from the clinical rotation and may also result in suspension or termination from the Athletic Training Program at Texas A&M University-Corpus Christi. Documentation of any such incident will be kept in the Athletic Training Student’s academic file.

- Should the Athletic Training Student feel that confidential or protected health information has been disclosed to an unauthorized individual or entity, he/she should immediately notify the Approved Clinical Instructor, Clinical Instructor, Physician or other health care provider who is supervising the Athletic Training Student in the clinical setting so that the Director of Athletic Training can be notified immediately and appropriate follow up can be made with the student-athlete or the patient involved.

I have received a copy, read, understand and agree to comply with this written policy on matters of privacy and confidentiality of student-athletes and patients in the clinical setting. I also understand that in my daily duties and observation, I may have access to confidential student-athlete and/or patient information. Any violation of confidentiality, in whole or part, could result in my suspension or termination from the Athletic Training Program at Texas A&M University-Corpus Christi, that clinical rotation/assignment, and/or legal action. I recognize that this signed document of my agreement to uphold the provisions of this policy will be kept in my academic file.

Athletic Training Student Name____________________________   Date______________

Athletic Training Student Signature ________________________________

Revised 6/10/2022
Appendix M: Hepatitis B Verification Form

Hepatitis B

Please select the most appropriate action from the three choices below:

________________ by initialing I am verifying I have begun/completed the Hepatitis B Vaccination series on ___________________ (may be an approximate date, if known).

 OR (only initial in location)

________________ by initialing I am verifying I have begun/completed the Hepatitis B Vaccination series but I cannot remember the date of completing.

 OR (only initial in location)

________________ by initialing I acknowledge that I have been provided the opportunity to be vaccinated. However, I decline the vaccine currently. I understand that by declining this vaccine, I continue to be at risk of acquiring Hepatitis B, a serious disease.

____________________________________  __________________
Print Name                                           Date

____________________________________
Signature
Appendix N: Blood Borne Pathogen Training Verification Form

BLOOD BORNE PATHOGEN TRAINING VERIFICATION
Texas A&M University-Corpus Christi Athletic Training Program

I understand that due to my educational requirements as an Athletic Training Student, I could be exposed to similar situations as all certified athletic trainers. Athletic trainers, and other health care providers, have been identified as being at risk for exposure to blood or other potentially infectious materials, and may be at risk of contracting Hepatitis, HIV, or other blood borne pathogens. Students are highly encouraged to get the Hepatitis B vaccine. Students wishing to receive the three-stage vaccination can obtain the shots from the NMSU Health Center at no cost to the student.

To reduce the risk of exposure, I have been trained in Bloodborne Pathogens and Universal Precautions and I have been informed of the risks of performing Athletic Training procedures. I understand the risks involved in my educational training and I will take all necessary measures to prevent the transmission of diseases and potential hazards of blood borne pathogens and other potentially infectious materials (OPIMs). I will follow the specific guidelines presented in the Blood Borne Pathogens section of the AT Student Handbook, which follows OSHA, NCAA, and the NATA guidelines regarding exposure incidents.

Students are hereby notified that they are not considered employees of Texas A&M University-Corpus Christi and as such the University’s Workers compensation does not apply to injuries or illnesses sustained as a result of clinical participation. Students are encouraged to have their own insurance policies in case of exposure incidents or personal injury. Students seeking medical attention will be financially responsible for any medical fees incurred as a result of any medical visit.

Blood Borne Pathogen Training

I, ________________________________, have received Blood Borne Pathogen Training as a part of my Athletic Training annual orientation. I am aware that there is an exposure plan and policy available for my review within the AT Program Handbook. If I have any questions regarding Blood Borne Pathogens, I should speak with Dr. Mikaela Boham (AT Program Director) and/or Dr. Jerry Hilker (Head Athletic Trainer, TAMUCC).

____________________________________
Print Name

____________________________________
Date

____________________________________
Signature

Revised 6/10/2022
Appendix O: Universal Precautions Training Verification Form

Universal Precautions Training

I have been training in Universal Precautions Training and understand OSHA, NCAA, and NATA guidelines in dealing with potentially dangerous materials.

____________________________________  ______________________
Print Name                                     Date

____________________________________
Signature
Appendix P: Personal Health Insurance Verification Form

Personal Health Insurance

I, ____________________________, verify that I have personal Health Insurance with: ___________________________ and I have provided a copy of the policy for the TAMUCC MS in AT Program to have on record.

____________________________________  ______________________
Print Name                               Date

____________________________________
Signature

OR (only sign in one location, above or below)

I decline to purchase insurance currently. I understand that by declining to purchase health insurance, I will be financially responsible for any doctor’s visits or medications because of my clinical educational experience.

____________________________________  ______________________
Print Name                               Date

____________________________________
Signature
Appendix Q: Injury/Incident Report Form TAMUCC

http://safety.tamucc.edu/forms
IMPORTANT!

DO NOT GIVE THIS FORM TO THE INJURED PERSON TO COMPLETE!

(Ver. 06/23/2009)

INSTRUCTIONS FOR COMPLETION OF INCIDENT/INJURY REPORT:

1) Report all incidents or injuries to University Police Department x4444.

2) Assist the individual. If it is life threatening dial 9-911 (campus phone), or dial 911 on a cell phone. A cell phone call should be followed up by calling 825-4444.

3) Report safety hazards to Environmental, Health & Safety x5555.

PROCEDURES TO FOLLOW:

1) The TAMUCC employee involved in, observing or discovering the incident/injury is responsible for completing this report.

2) Relate only to the facts on this form.

3) DO NOT contact the injured person later to obtain information. Be observant – attempt to get as much information as possible at the time of the incident/injury.

4) DO NOT discuss the incident/injury with anyone – except the police authority and/or Environmental, Health & Safety personnel.

5) After completion – FORWARD this form to:

   Environmental, Health & Safety
   Texas A&M University – Corpus Christi
   Natural Resources Center, Suite 1100
   6300 Ocean Drive, Unit 5876
   Corpus Christi, TX 78412-5876

   OR

   Fax to: (361)-825-5556

6) The Environmental, Health & Safety Department will coordinate the investigation.
Appendix R: TAMUCC AT Program Digital and Social Professionalism Contract

TAMUCC AT PROGRAM DIGITAL AND SOCIAL PROFESSIONALISM CONTRACT

Digital and Social Professionalism:
Please keep the following guidelines in mind as you participate on social networking web sites:

• Before participating in any online community understand that anything posted online is available to anyone in the world. Any text or photo online is completely out of your control the moment it is placed online – even if you limit access to your site.
• You should not participate in social media activities including those with student-athletes’ at TAMUCC unless it is directly related to coursework at the university. Keep professional relationships professional.
• You should not post information, photos, or other items online that could embarrass you, your family, your team, and the athletic department, or Texas A&M University-Corpus Christi.
• You should not post your home address, local address, phone number(s), birthday, or personal information as well as your whereabouts or your plans. You could be opening yourself to predators.
• Athletic training faculty, coaches, and athletic department administrators can and do monitor these web sites.
• Potential employers, internship supervisors, graduate programs and scholarship committees now search these sites to screen candidates and applications.
• General rule of thumb: if you wouldn’t show a posting or picture to your grandparent or a child then you shouldn’t be posting the information. Be cautious!
• If a student is caught engaging in inappropriate, detrimental or derogatory behaviors, the student will automatically fail the course, be removed from the program, and turned into the university ethics board.

By signing below, I am confirming that I have read and understand the policies as pertain to social media and digital professionalism and agree to abide by same.

________________________________________________________________________
Print name

________________________________________________________________________
Date

________________________________________________________________________
Signature
Appendix S: Photo Release Form

Program Photo Release Form

I consent to be photographed as part of a promotional endeavor for Texas A&M University – Corpus Christi or the Master of Science in Athletic Training Program at TAMUCC.

I will not require payments now or in the future for the use of the photograph(s).

I further grant to Texas A&M University–Corpus Christi and/or the TAMUCC MS in Athletic Training Program the right to crop, edit and otherwise alter the photographs, and to combine them with other photographs or graphic elements. I waive my right to inspect the photographs or any version of them, or any finished work product, printed or digital.

I further understand that by signing this release I waive any claim I might otherwise have for invasion of privacy or defamation due to the publication of the photographs. I consent to their publication in any form in any medium (including social media or on-line publications), alone or in conjunction with any printed or digital matter which may be published with them.

I can use any social media posted photograph of my likeness to share to my own personal sites; however, all posts must remain professional, and confidentiality must be maintained. Failure to do so will result in a social media violation and a programmatic violation. Please only use photos in a professional and positive manner.

Student’s Name: ________________________________

Student Signature: ______________________________

Date: ________________________________