# Table of Contents

## Personnel
- Athletic Training Core Faculty ................................................................. 8
- Department of Kinesiology Faculty & Staff .................................................. 8
- College of Education and Human Development Administration .................. 8
- Primary Clinical Preceptors ........................................................................ 8
- Immersive Clinical Preceptors ..................................................................... 9
- Secondary Clinical Preceptors ..................................................................... 9
- Supplemental Clinical Experience Supervisors ............................................ 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 Policies .................................................................... 13
- Academic Dishonesty Policy ....................................................................... 13
- Nondiscrimination Policy .......................................................................... 13
- Student Health Services ............................................................................ 13
- Counseling Services .................................................................................. 14
- Academic Resources ................................................................................... 14

## Overview of the Athletic Training Profession .................................................. 15
- The Certified Athletic Trainer ..................................................................... 15
- Clinical Practice Settings ........................................................................... 15
- Education Requirements ............................................................................ 15
  - Crosswalk Comparing BOC Practice Analysis 8th Edition and CAATE 2020 Standards for Accreditation of Professional Athletic Training Programs ......................................................... 16

## Potential Employment Settings .................................................................. 18
- Accreditation Status .................................................................................... 19
- Certification and Licensure ........................................................................ 20
- NATA Code of Ethics .................................................................................. 20
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preamble</td>
<td>20</td>
</tr>
<tr>
<td>Principle 1.</td>
<td>21</td>
</tr>
<tr>
<td>Principle 2.</td>
<td>21</td>
</tr>
<tr>
<td>Principle 3.</td>
<td>22</td>
</tr>
<tr>
<td>Principle 4.</td>
<td>22</td>
</tr>
<tr>
<td>Appendix to Code of Ethics</td>
<td>23</td>
</tr>
<tr>
<td>Program Examples of Ethical Violations</td>
<td>25</td>
</tr>
<tr>
<td>Texas A&amp;M University-Corpus Christi Athletic Training Program</td>
<td>26</td>
</tr>
<tr>
<td>Vision Statement</td>
<td>26</td>
</tr>
<tr>
<td>Mission Statement</td>
<td>26</td>
</tr>
<tr>
<td>Comprehensive Assessment Plan Evaluation</td>
<td>26</td>
</tr>
<tr>
<td>An Athletic Trainer’s Creed</td>
<td>27</td>
</tr>
<tr>
<td>Athletic Training Program Application and Admission</td>
<td>28</td>
</tr>
<tr>
<td>Pre-Requisite Requirements</td>
<td>28</td>
</tr>
<tr>
<td>Admission Requirements</td>
<td>28</td>
</tr>
<tr>
<td>Conditional Admission</td>
<td>30</td>
</tr>
<tr>
<td>Transfer Credit</td>
<td>31</td>
</tr>
<tr>
<td>Selection Criteria for Admission</td>
<td>31</td>
</tr>
<tr>
<td>Weighting Scale Evaluation Tool for MSAT Admissions Committee</td>
<td>31</td>
</tr>
<tr>
<td>Academic Standards</td>
<td>32</td>
</tr>
<tr>
<td>Progression, Retention, &amp; Dismissal</td>
<td>33</td>
</tr>
<tr>
<td>Advising</td>
<td>33</td>
</tr>
<tr>
<td>Fitness to Practice</td>
<td>33</td>
</tr>
<tr>
<td>Technical Standards History and Rationale</td>
<td>34</td>
</tr>
<tr>
<td>Disability Accommodations</td>
<td>37</td>
</tr>
<tr>
<td>Academic Progression Through the Master of Science in Athletic Training Degree</td>
<td>38</td>
</tr>
<tr>
<td>Time Limit to Degree and Recency of Credit for a Master of Science in Athletic Training Degree</td>
<td>38</td>
</tr>
<tr>
<td>Student Responsibility for Academic Programming and Progression</td>
<td>38</td>
</tr>
<tr>
<td>MS in AT Degree Plan</td>
<td>39</td>
</tr>
<tr>
<td>Curriculum Sequence</td>
<td>39</td>
</tr>
<tr>
<td>Retention Standards</td>
<td>40</td>
</tr>
<tr>
<td>Program Milestones and Expectations</td>
<td>40</td>
</tr>
<tr>
<td>Course Practical Exams</td>
<td>41</td>
</tr>
<tr>
<td>Final Written Examinations</td>
<td>41</td>
</tr>
<tr>
<td>Section</td>
<td>Page</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Facility Rules</td>
<td>87</td>
</tr>
<tr>
<td>Calibration</td>
<td>87</td>
</tr>
<tr>
<td>Parking</td>
<td>87</td>
</tr>
<tr>
<td>Island Hall</td>
<td>87</td>
</tr>
<tr>
<td>Field House</td>
<td>87</td>
</tr>
<tr>
<td>Momentum Campus</td>
<td>88</td>
</tr>
<tr>
<td>American Bank Center</td>
<td>88</td>
</tr>
<tr>
<td>Whataburger Field</td>
<td>88</td>
</tr>
<tr>
<td>First Aid and Emergency Care</td>
<td>88</td>
</tr>
<tr>
<td>Emergency Procedures</td>
<td>89</td>
</tr>
<tr>
<td>Athletic Training Students &amp; OTC Medications</td>
<td>89</td>
</tr>
<tr>
<td>Physician Referral</td>
<td>89</td>
</tr>
<tr>
<td>Record Keeping</td>
<td>89</td>
</tr>
<tr>
<td>Student Travel</td>
<td>90</td>
</tr>
<tr>
<td>Transporting Student-Athletes</td>
<td>90</td>
</tr>
<tr>
<td>Emergency Contact Information</td>
<td>90</td>
</tr>
<tr>
<td>Professional Athletic Training Information</td>
<td>91</td>
</tr>
<tr>
<td>Professional Association Memberships</td>
<td>91</td>
</tr>
<tr>
<td>Islander Student Athletic Trainers’ Association</td>
<td>92</td>
</tr>
<tr>
<td>Professional Seminar Attendance</td>
<td>92</td>
</tr>
<tr>
<td>Board of Certification (BOC) Requirements</td>
<td>92</td>
</tr>
<tr>
<td>Texas State Athletic Trainer License Requirements</td>
<td>92</td>
</tr>
<tr>
<td>Appendix A: Handbook Acknowledgment</td>
<td>93</td>
</tr>
<tr>
<td>Appendix B: Documentation of Health Physical by a Medical Doctor</td>
<td>94</td>
</tr>
<tr>
<td>Appendix C: Proof of Current Vaccination Series</td>
<td>97</td>
</tr>
<tr>
<td>Appendix D: Proof of Current TB Test</td>
<td>99</td>
</tr>
<tr>
<td>Appendix E: Signed Technical Standards Acknowledgment Form</td>
<td>100</td>
</tr>
<tr>
<td>Appendix F: Three Professional Recommendations</td>
<td>103</td>
</tr>
<tr>
<td>Appendix G: Pre-Requisite Course Self-Audit Form</td>
<td>106</td>
</tr>
<tr>
<td>Appendix H: Technical Standards Form Submitted Following Official Program Admission</td>
<td>107</td>
</tr>
<tr>
<td>Appendix I: Student Learning Assessment Confidentiality Agreement</td>
<td>111</td>
</tr>
<tr>
<td>Appendix J: Request for Extra Hours or Special Opportunities Form</td>
<td>113</td>
</tr>
<tr>
<td>Appendix K: Request for Absence Form</td>
<td>114</td>
</tr>
<tr>
<td>Appendix L: Incident Report Form</td>
<td>115</td>
</tr>
</tbody>
</table>
Personnel

Athletic Training Core Faculty

Mikaela Boham, EdD, LAT, ATC  Professor, Program Director
Jessica Bates, MS, LAT, ATC  Clin Assist Professor, Coordinator of Clinical Education
Erica Filep, PhD, LAT, ATC  Assistant Professor, Core AT Faculty
George N. Liras, DO, MS, CAQSM  Athletic Training Program Medical Director
Ioannis Liras, MD, CAQSM  Athletic Department Physician & Consultant

Department of Kinesiology Faculty & Staff

Don Melrose, PhD  Department Chair, Kinesiology & Military Science
Liz Perez  Administrative Associate, Kinesiology & Military Science
TBD  Administrative Associate, MS in AT Program

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
Amber O’Quinn, MS, LAT, ATC  Assistant Athletic Trainer: TAMUCC Athletics
Jacqueline Findeisen, MS, LAT, ATC  Assistant Athletic Trainer: TAMUCC Athletics
Jill Davis, MS, LAT, ATC  Assistant Athletic Trainer: TAMUCC Athletics
Ashley Laubach, MS, LAT, ATC  Assistant Athletic Trainer: TAMUCC Athletics
TBD, MS, LAT, ATC  Assistant Athletic Trainer: TAMUCC Athletics
Chad Mallamo-Janski, MS, LAT, ATC  Assistant Athletic Trainer: TAMUCC Athletics
Sara Posson, MS, LAT, ATC  Assistant Athletic Trainer: TAMUCC Athletics
TBD  Head Athletic Trainer: TAMUCC Rec Center
Lauren Dillon, MS, LAT, ATC  Athletic Trainer: Calallen High School
Ashley Knighton, BS, LAT, ATC  Athletic Trainer: Carroll High School
Ashley Vinciguerra, BS, LAT, ATC  Athletic Trainer: King High School
TBD  Athletic Trainer: Miller High School
TBD  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
TBD  Athletic Trainer: Veterans Memorial High School
Leisha Griffith, BS, LAT, ATC  Athletic Trainer: Gregory-Portland High School
TBD  Athletic Trainer: Ingleside High School

Revised 7/22/2023
Arriana McDonald, BS, LAT, ATC  Athletic Trainer: Taft High School  Athletic Trainer: Tuloso-Midway High School
TBD  Athletic Trainer: Tuloso-Midway High School

**Immersive Clinical Preceptors**

**Immersive Clinical Preceptors are identified to meet the needs of specific student experiences. Immersive clinical preceptors may or may not already be affiliated with the MS in AT Program at TAMU-CC and may or may not be located within Corpus Christi or the Coastal Bend depending on the needs/wants of the student experience**

**Secondary Clinical Preceptors**

George N. Liras, DO, MS, CAQSM  Physician: Christus Health – Spohn
Ioannis N. Liras, MD, CAQSM  Physician: Christus Health – Spohn
Marian Hendricks, DO  Physician: Coastal Bend 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

**Supplemental Clinical Experience Supervisors**

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
CJ De La Garza, BS, LAT  Licensed Athletic Trainer: Carroll High School
Dee Rutherford, BS, LAT  Licensed Athletic Trainer: King High School
Robert Steele, BS, LAT  Licensed Athletic Trainer: Gregory-Portland HS
Welcome to the Texas A&M University-Corpus Christi Master of Science in Athletic Training Program (TAMU-CC MS in AT Program). This online document contains information, policies, and procedures related to all aspects of the TAMU-CC 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 TAMU-CC 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 TAMU-CC 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 TAMU-CC 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 Trainer 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 budget their time effectively to prioritize their academic, clinical, and life commitments and activities.

The TAMU-CC 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/](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](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/](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/](https://catalog.tamucc.edu/graduate/)

Academic Policies (both general university and graduate)

- Graduate Admissions
  - [https://catalog.tamucc.edu/graduate/admissions/](https://catalog.tamucc.edu/graduate/admissions/)
- Registration (university)
  - Registration: [https://catalog.tamucc.edu/graduate/general-academic-policies-regulations/](https://catalog.tamucc.edu/graduate/general-academic-policies-regulations/)
- Enrollment Status
  - Enrollment Status: [https://catalog.tamucc.edu/graduate/general-academic-policies-regulations/](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/](https://catalog.tamucc.edu/graduate/general-academic-policies-regulations/)
  - Withdrawal from the University: [https://catalog.tamucc.edu/graduate/general-academic-policies-regulations/](https://catalog.tamucc.edu/graduate/general-academic-policies-regulations/)
- Leave of Absence: https://catalog.tamucc.edu/graduate/academic-degree-requirements/
- Tuition, Fees, & Financial Assistance
  - Tuition, Fees, & Financial Assistance: https://catalog.tamucc.edu/graduate/tuition-fees-financial-assistance/
- Maximum Course Load
  - Maximum Course Load: https://catalog.tamucc.edu/graduate/academic-degree-requirements/
  - Maximum Hours Graded Credit/No Credit: https://catalog.tamucc.edu/graduate/academic-degree-requirements/
- Repetition of a Course
  - Repetition of a Course: 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/
  - Continuous Enrollment and Residency: 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/
- Transfer of Credit
  - Transfer Credit: https://catalog.tamucc.edu/graduate/academic-degree-requirements/
- Grading and calculation of GPA
  - Grades: https://catalog.tamucc.edu/graduate/general-academic-policies-regulations/
  - Calculation of Grade Point Average: https://catalog.tamucc.edu/graduate/general-academic-policies-regulations/
  - Change of Grade: https://catalog.tamucc.edu/graduate/general-academic-policies-regulations/
  - Removing the Grade of Incomplete: https://catalog.tamucc.edu/graduate/general-academic-policies-regulations/
  - Credit/No Credit Grading: https://catalog.tamucc.edu/graduate/general-academic-policies-regulations/
- Academic Appeals Policy
  - Grade Appeals Process: https://catalog.tamucc.edu/graduate/general-academic-policies-regulations/
- Academic Integrity/Honesty Policies
  - Academic Integrity: 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/
  - Scholastic Probation and Enforced Withdrawal: https://catalog.tamucc.edu/graduate/academic-degree-requirements/
Reinstatement
   o Reinstatement: 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 Policies**

**Academic Dishonesty Policy**
- Student Code of Conduct Website: https://catalog.tamucc.edu/graduate/general-academic-policies-regulations/
- Student Code of Conduct Website: https://www.tamucc.edu/conduct-advocacy/conduct/academic-misconduct.php

**Nondiscrimination Policy**
- The university has equal employment opportunity resources on the Human Resources website: https://www.tamucc.edu/human-resources/assets/documents/eeopost.pdf
- Student Code of Conduct Website: https://catalog.tamucc.edu/graduate/general-academic-policies-regulations/
- Student Code of Conduct Website: https://www.tamucc.edu/conduct-advocacy/conduct/academic-misconduct.php

**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.

**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 accredited 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 TAMU-CC MS in AT Program. The TAMU-CC Athletic Training Program received initial accreditation status in the Fall 2008. In 2016, the TAMU-CC 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 TAMU-CC allowing the program to be offered. As of April 2020, the Athletic Training Program at TAMU-CC successfully transitioned the accreditation from the undergraduate level to the graduate level to allow for the delivery of athletic training curriculum at the master’s level. The program had a successful CAATE site visit in December of 2022 and was re-accredited for the next 10 years.

Comprised of classroom and clinical education experiences, the TAMU-CC MS 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 TAMU-CC MS 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, 8th Edition) will provide the educational framework for education and clinical practice:

1. **Risk Reduction, Wellness and Health Literacy**
2. **Assessment, Evaluation and Diagnosis**
3. Critical Incident Management
4. Therapeutic Intervention
5. Health Care Administration and Professional Responsibility

**Crosswalk Comparing BOC Practice Analysis 8th Edition and CAATE 2020 Standards for Accreditation of Professional Athletic Training Programs**

<table>
<thead>
<tr>
<th>BOC Practice Analysis, 8th Edition Domains and Tasks</th>
<th>CAATE Curricular Content Standards (54-94, DEI 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DOMAIN I: Risk Reduction, Wellness and Health Literacy</strong> Tasks:</td>
<td></td>
</tr>
<tr>
<td>1. Identify risk factors by administering assessment, pre-participation examination and other screening instruments, and reviewing individual and group history and surveillance data. (0101)</td>
<td>54*, 55^, 64, 77, 79, 80, 81, 83, 87, 92</td>
</tr>
<tr>
<td>2. Implement plans to aid in risk-reduction in accordance with evidence-based practice and applicable guidelines. (0102)</td>
<td>55^, 58, 59, 62, 79, 80, 92-94</td>
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<tr>
<td>3. Promote health literacy by educating patients and other stakeholders in order to improve their capacity to obtain, process, and understand basic health information needed to make appropriate health decisions. (0103)</td>
<td>56, 57, 59, 60, 62, 64, DEI-2</td>
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<tr>
<td>4. Optimize wellness (e.g., social, emotional, spiritual, environmental, occupational, intellectual, physical) for individuals and groups. (0104)</td>
<td>54*, 55^, 56, 57-59, 77, 82, 84, 87, 94, DEI-2</td>
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<tr>
<td>5. Facilitate individual and group safety by monitoring and responding to environmental conditions (e.g., weather, surfaces, work setting). (0105)</td>
<td>59, 70, 83, 85</td>
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<tr>
<td><strong>DOMAIN II: Assessment, Evaluation and Diagnosis</strong> Tasks:</td>
<td></td>
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<tr>
<td>1. Obtain a thorough and individualized history using observation and appropriate interview techniques to identify information relevant to the patient's current condition. (0201)</td>
<td>54*, 55^, 60, 64, 71, 76, DEI-2</td>
</tr>
<tr>
<td>2. Perform a physical examination using diagnostic techniques. (0202)</td>
<td>54*, 55^, 70-72, 76, DEI-2</td>
</tr>
<tr>
<td>3. Formulate a clinical diagnosis by interpreting the information obtained during the history and physical examination. (0203)</td>
<td>55^, 70-72, 76, 77</td>
</tr>
<tr>
<td>4. Establish a plan of care based on the clinical diagnosis and evidence-based practice. (0204)</td>
<td>54*, 55^ 61, 64, 69-71, 73, 75, 76, 77, DEI-2</td>
</tr>
<tr>
<td>5.</td>
<td>Educate the patient and stakeholders on the clinical diagnosis, prognosis and plan of care. (0205)</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>DOMAIN III: Critical Incident Management</strong>&lt;br&gt;Tasks:&lt;br&gt;1.</td>
<td>Implement Emergency Action (Response) Plans for all venues and events to guide appropriate and unified response in order to optimize outcomes. (0301)</td>
</tr>
<tr>
<td>2.</td>
<td>Triage the severity of health conditions. (0302)</td>
</tr>
<tr>
<td>3.</td>
<td>Implement appropriate evidence-based emergent care procedures to reduce the risk of morbidity and mortality (e.g., c-spine, airway management, heat illness, pandemics, suicides, other emergent conditions). (0303)</td>
</tr>
<tr>
<td>4.</td>
<td>Assess the scene to identify appropriate courses of action. (0304)</td>
</tr>
<tr>
<td><strong>DOMAIN IV: Therapeutic Intervention</strong>&lt;br&gt;Tasks:&lt;br&gt;1.</td>
<td>Optimize patient outcomes by developing, evaluating and updating the plan of care. (0401)</td>
</tr>
<tr>
<td>2.</td>
<td>Educate patients and appropriate stakeholders using pertinent information to optimize patient-centered care and patient engagement throughout the therapeutic intervention process. (0402)</td>
</tr>
<tr>
<td>3.</td>
<td>Prescribe therapeutic exercises following evidence-based practices to address impairments and enhance activity and participation levels. (0403)</td>
</tr>
<tr>
<td>4.</td>
<td>Administer therapeutic modalities and devices using evidence-based procedures and parameters to address impairments and enhance activity and participation levels. (0404)</td>
</tr>
<tr>
<td>5.</td>
<td>Administer manual therapy techniques using evidence-based methods to address impairments and enhance activity and participation levels. (0405)</td>
</tr>
<tr>
<td>6.</td>
<td>Determine patients' functional status using appropriate techniques and standards to inform decisions about the return to optimal activity and participation levels. (0406)</td>
</tr>
<tr>
<td>7.</td>
<td>Manage general medical conditions to optimize activity and participation levels. (0407)</td>
</tr>
<tr>
<td><strong>DOMAIN V: Health Care Administration and Professional Responsibility</strong>&lt;br&gt;Tasks:&lt;br&gt;1.</td>
<td>Assess organizational and individual outcomes using quality improvement analyses. (0501)</td>
</tr>
<tr>
<td>2.</td>
<td>Develop, review, and implement policies, procedures, and plans to address departmental and organizational needs. (0502)</td>
</tr>
<tr>
<td>3.</td>
<td>Practice within federal, state, and local laws, regulations, rules and requirements and professional standards. (0503)</td>
</tr>
<tr>
<td>4.</td>
<td>Use standardized documentation procedures to ensure best practices. (0504)</td>
</tr>
</tbody>
</table>
*The task statement includes one or more of the knowledge and/or skills found in Standard 54: The professional program requires prerequisite classes in biology, chemistry, physics, psychology, anatomy, and physiology at the postsecondary level.

^The task statement includes one or more of the knowledge and/or skills found in Standard 55: Students must gain foundational knowledge in statistics, research design, epidemiology, pathophysiology, biomechanics and pathomechanics, exercise physiology, nutrition, human anatomy, pharmacology, public health, and health care delivery and payor systems.

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
- Diversity, Equity, and Inclusion

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 TAMU-CC MS in AT Program, students will have multiple clinical rotations, including at least one immersive experience (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 my 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](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.

![CAATE Accredited Program]

The program is accredited by the Commission on Accreditation of Athletic Training (CAATE) until 2032 when the program will have a site visit for continued accreditation.

Contact Information for the Commission on Accreditation of Athletic Training Education:

**CAATE**
2001 K Street NW, 3rd Floor North
Washington, DC 20006
Phone: 512-733-9700
Toll Free: 844-GO-CAATE (844-462-2283)
Fax: 512-733-9701
Website: [http://caate.net/](http://caate.net/)
Certification and Licensure

Upon completion of the degree program, students will have met all requirements to sit for the national Board of Certification (BOC) examination to practice Athletic Training. Additionally, students will be eligible to apply for Texas Department of Licensing and Regulation (TDLR) Athletic Training Licensure or other state regulatory boards (licensure/certifications/Registrations).

NATA Code of Ethics

Students within the TAMU-CC 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, the Membership Standards, and the TAMU-CC MS in AT Program handbook.

The Code of Ethics of the National Athletic Trainers’ Association 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.

Preamble

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

The National Athletic Trainers’ Association respects and values diversity amongst its members and patients served. Our members work respectfully and effectively with diverse patient populations in varied healthcare environments. The NATA prohibits discrimination based on race, ethnicity, color, national origin, citizenship status, religion (creed), sex, gender identity (including gender expression), sexual orientation, disability, age, marital status, military status, family/parental status, income and socioeconomic status, political beliefs, or reprisal or retaliation for prior civil rights activity, or other unlawful basis, in any program or activity conducted or funded by the NATA (VATA, 2020).

Important Professional Values (PV) shared by the NATA membership include: 1) Caring & Compassion, 2) Integrity, 3) Respect, 4) Competence, and 5) Accountability. These shared PV underpin the NATA Code of Ethics, motivate honorable interpersonal behaviors, and conduct in member’s interactions with all persons.
The Appendix to the Code of Ethics reveals a definition and sample behaviors for each shared PV.

**Principle 1.**
**IN THE ROLE OF AN ATHLETIC TRAINER, MEMBERS SHALL PRACTICE WITH COMPASSION, RESPECTING THE RIGHTS, WELL-BEING, AND DIGNITY OF OTHERS**

(PRINCIPLE 1 is associated with the PV of Respect, Caring & Compassion, and Competence.)

1. **Members shall act in a respectful and appropriate manner to all persons regardless of race, religion, age, sex, ethnic or national origin, disability, health status, socioeconomic status, sexual orientation, or gender identity and expression.**

2. **Member’s duty to the patient is the first concern, and therefore members are obligated to place the well-being and long-term well-being of their patient above other stakeholders to provide competent care in all decisions, and advocate for the best medical interest and safety of their patient as delineated by professional statements and best practices.**

3. **Members shall preserve the confidentiality of privileged information and shall not release or otherwise publish in any form, including social media, such information to a third party not involved in the patient’s care without a release unless required by law.**

**Principle 2.**
**MEMBERS SHALL COMPLY WITH THE LAWS AND REGULATIONS GOVERNING THE PRACTICE OF ATHLETIC TRAINING, NATIONAL ATHLETIC TRAINERS’ ASSOCIATION (NATA) MEMBERSHIP STANDARDS, AND THE NATA CODE OF ETHICS**

(PRINCIPLE 2 is associated with the PV of Accountability.)

1. **Members shall comply with applicable local, state, federal laws, and any state athletic training practice acts.**

2. **Members shall understand and uphold all NATA Standards and the Code of Ethics.**

3. **Members shall refrain from, and report illegal or unethical practices related to athletic training.**

4. **Members shall cooperate in ethics investigations by the NATA, state professional licensing/regulatory boards, or other professional agencies governing the athletic training profession. Failure to fully cooperate in an ethics investigation is an ethical violation.**

5. **Members must not file, or encourage others to file, a frivolous ethics complaint with any organization or entity governing the athletic training profession such that**
the complaint is unfounded or willfully ignore facts that would disprove the allegation(s) in the complaint.

2.6. Members shall refrain from substance and alcohol abuse. For any member involved in an ethics proceeding with NATA and who, as part of that proceeding is seeking rehabilitation for substance or alcohol dependency, documentation of the completion of rehabilitation must be provided to the NATA Committee on Professional Ethics as a requisite to complete a NATA membership reinstatement or suspension process.

**Principle 3.**
MEMBERS SHALL MAINTAIN AND PROMOTE HIGH STANDARDS IN THEIR PROVISION OF SERVICES

(PRINCIPLE 3 is associated with the PV of Caring & Compassion, Accountability.)

3.1. Members shall not misrepresent, either directly or indirectly, their skills, training, professional credentials, identity, or services.
3.2. Members shall provide only those services for which they are qualified through education or experience and which are allowed by the applicable state athletic training practice acts and other applicable regulations for athletic trainers.
3.3. Members shall provide services, make referrals, and seek compensation only for those services that are necessary and are in the best interest of the patient as delineated by professional statements and best practices.
3.4. Members shall recognize the need for continuing education and participate in educational activities that enhance their skills and knowledge and shall complete such educational requirements necessary to continue to qualify as athletic trainers under the applicable state athletic training practice acts.
3.5. Members shall educate those whom they supervise in the practice of athletic training about the Code of Ethics and stress the importance of adherence.
3.6. Members who are researchers or educators must maintain and promote ethical conduct in research and educational activities.

**Principle 4.**
MEMBERS SHALL NOT ENGAGE IN CONDUCT THAT COULD BE CONSTRUED AS A CONFLICT OF INTEREST, REFLECTS NEGATIVELY ON THE ATHLETIC TRAINING PROFESSION, OR JEOPARDIZES A PATIENT’S HEALTH AND WELL-BEING.

(PRINCIPLE 4 is associated with the PV of Respect.)

4.1. Members should conduct themselves personally and professionally in a manner, that reflects the shared professional values, that does not compromise their professional responsibilities or the practice of athletic training.
4.2. All NATA members, whether current or past, shall not use the NATA logo or AT logo in the endorsement of products or services, or exploit their affiliation with the NATA in a manner that reflects badly upon the profession.

4.3. Members shall not place financial gain above the patient’s well-being and shall not participate in any arrangement that exploits the patient.

4.4. Members shall not, through direct or indirect means, use information obtained in the course of the practice of athletic training to try and influence the score or outcome of an athletic event, or attempt to induce financial gain through gambling.

4.5. Members shall not provide or publish false or misleading information, photography, or any other communications in any media format, including on any social media platform, related to athletic training that negatively reflects the profession, other members of the NATA, NATA officers, and the NATA office.

Appendix to Code of Ethics

Athletic Training’s Shared Professional Values

Established from research conducted by the NATA Professional Responsibility in Athletic Training Committee in 2020, the following are the five shared professional values of athletic training.

Caring & Compassion is an intense concern and desire to help improve the welfare of another.

Sample behaviors include:
1) Listening for understanding and a readiness to help.
2) Focusing on achieving the greatest well-being and the highest potential for others.
3) Spending the time needed to provide quality care.

Integrity is a commitment that is internally motivated by an unyielding desire to do what is honest and right.

Sample behaviors include:
1) Providing truthful, accurate and relevant information.
2) Abiding by the rules, regulations, laws and standards of the profession.
3) Using applicable professional standards and established policies and procedures when taking action or making decisions.

Respect is the act of imparting genuine and unconditional appreciation and value for all persons.

Sample behaviors include:
1) Engaging in active listening when communicating with others.
2) Acknowledging and expressing concern for others and their well-being.
3) Acting in light of the belief that the person has value.

**Competence** is the ability to perform a task effectively with desirable outcomes.
Sample behaviors include:
1) Thinking critically, demonstrating ethical sensitivity, committing to evidence-based practice, delivering quality skills and effective collaboration.
2) Making sound decisions while demonstrating integrity.
3) Ongoing continuous quality assessment and improvement.

**Accountability** is a willingness to be responsible for and answerable to one’s own actions.
Sample behaviors include:
1) Acknowledging and accepting the consequences of one’s own actions.
2) Adhering to laws, codes, practice acts and standards that govern professional practice.
3) Assuming responsibility for learning and change
Program Examples of Ethical Violations

Some examples of ethical violations may include:
- Theft or malicious destruction of any Athlete/Patient, 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 or patient.
- Violation of the NATA Code of Ethics (see above)
- Verbal abuse of staff, faculty, coaches, student-athletes/patients, parents, fans/spectators, or other personnel (profanity, derogatory language, threats, etc.).
- Physical abuse of staff, faculty, coaches, student-athletes/patients, parents, fans/spectators, or other personnel.
- Breaking patient confidentiality (this may include legal consequences if FERPA and/or HIPAA laws are violated).
- Displaying disrespectful behavior to a student-athlete, coach, or other athletic personnel (including fans) of TAMU-CC or a visiting team prior to, during, or after a competition.
- Unauthorized personal use of the telephone.
- Unauthorized use of the staff’s computers.
- Displaying unprofessional language (swearing, inappropriate conversation, etc.).

Other ethical violations may be determined by the program faculty, university administration, 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 (if necessary) to determine the severity of the violation and the remediation and/or dismissal plan for the Athletic Training Student.

Please note, some ethical violations may need to be reported to university officials including the police department as well which may result in a university investigation and/or further remediation, punishment, and/or additional sanctions levied by the University.
Vision Statement
The vision of the TAMU-CC 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 TAMU-CC 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 TAMU-CC Athletic Training Program will assess the comprehensive assessment plan based on the given timelines. A completed copy of the comprehensive assessment plan can be located on the MS in Athletic Training University Website:  
https://gradcollege.tamucc.edu/degrees/education/athletic_training.html
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 of (or currently be in-progress of completing) 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 [+ Lab Preferred]</td>
<td>3 or 4 Credits</td>
</tr>
<tr>
<td>Anatomy &amp; Physiology I* OR Anatomy* [+ Lab Preferred]</td>
<td>3 or 4 Credits</td>
</tr>
<tr>
<td>Anatomy &amp; Physiology II* OR Physiology* [+ Lab Preferred]</td>
<td>3 or 4 Credits</td>
</tr>
<tr>
<td>Chemistry [+ Lab Preferred]</td>
<td>3 or 4 Credits</td>
</tr>
<tr>
<td>Physics [+ Lab Preferred]</td>
<td>3 or 4 Credits</td>
</tr>
<tr>
<td>Introduction to Psychology</td>
<td>3 Credits</td>
</tr>
<tr>
<td>Introduction to Athletic Training OR 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>

* 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 TAMU-CC Master of Science in Athletic Training Program, students must participate in a selective admissions process. The Master of Science in Athletic Training Program operates 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 through 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) prior to the start of the MS in Athletic Training Program. 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 at the time of an admission decision will be conditionally admitted to the TAMU-CC 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. MS in AT candidate students will first apply to the Graduate Program via ApplyTexas (https://www.tamucc.edu/grad-college/new-students/application-process.php).

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 (ATAC). Applicants must submit the course syllabus and description to the committee for review. The ATAC will make the determination regarding the acceptance 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 Admission section of the catalog.) Students who do not meet the 3.0 Overall GPA criteria, have earned below a 3.0 in the required prerequisite courses, are in the process of completing prerequisite courses, are missing a prerequisite course, or are missing documentation in their admission file may be granted conditional admission as determined by the ATAC. Students will receive a program admissions letter outlining the terms of their probational admission, a timeline for the conditional admission, and outlined criteria required to satisfy the probationary admission decision.

All conditionally admitted students will be required to take SMED 5310: Evidence-Based Practice, SMED 5341: Law and Ethics in Athletic Training in their first semester, and SMED 5300 Clinical Anatomy in their first summer. Students must earn a B or better in each SMED course to progress in the program. Failure to earn a B or better in SMED 5310, SMED 5341, and SMED 5300 and maintain a 3.0 GPA or better will result in dismissal from the MS in Athletic Training program.

Students who do not meet the 3.0 overall GPA criteria, do not meet the 3.0 prerequisite GPA criteria but have completed all prerequisite courses, or are in the process of completing prerequisite courses will satisfy the conditional admissions criteria by taking the two listed SMED courses above and earning a B or better in each course and will be required to maintain a 3.0 GPA or better to remain in the program. Additionally, students who are in the process of completing pre-requisite courses when an admissions decision is made will be required to submit an official transcript demonstrating successful completion of the coursework and must earn a 3.0 prerequisite GPA to remain in the program.
Students who are missing a prerequisite course will be required to complete the prerequisite course (in addition to the two required SMED courses) during their first semester in the MS in AT Program. Students will be required to complete the missing prerequisite coursework with a grade of C or better and a resultant average prerequisite GPA of 3.0 or better will have their admission revoked.

Students who have missing documentation in their admissions file may be granted conditional admission at the discretion of the ATAC. To satisfy the terms of the conditional admission, students must produce the remaining documentation by the time listed on the program admissions letter (or the end of the academic term) or their admission will be revoked.

**Transfer Credit**

Due to the accreditation standards set forth by the Commission on Accreditation of Athletic Training Education (CAATE), all courses must be taken when students are enrolled in the MS in AT program at TAMU-CC. No transfer credit will be accepted.

**Selection Criteria for Admission**

All admissions documents will be reviewed by the College of Graduate Studies or Office of Graduate Admissions from the ApplyTexas portal. Once a completed application has been submitted, College of Graduate Studies will notify the MS in AT Program Director who will have access to the ApplyTexas portal with all submitted documentation. A MS in AT Admissions Committee will consist of all MS in AT core faculty members and possibly other faculty or staff.

The MS in AT 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**

<table>
<thead>
<tr>
<th>Weighting Scale Evaluation Tool for MSAT Admissions Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-Requisite Course GPA (26 points)</strong></td>
</tr>
<tr>
<td>- 2.75 = 1 pt</td>
</tr>
<tr>
<td>- 2.8 = 2 pt</td>
</tr>
<tr>
<td>- 2.9 = 3 pt</td>
</tr>
<tr>
<td>- 3.0 = 6 pts</td>
</tr>
</tbody>
</table>

50-point total
3.1 = 8 pts

3.6 = 18 pts

**Cumulative GPA (16 points)**

<table>
<thead>
<tr>
<th>GPA</th>
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<tbody>
<tr>
<td>2.75</td>
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<tr>
<td>2.8</td>
<td>2 pt</td>
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<tr>
<td>2.9</td>
<td>3 pt</td>
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<tr>
<td>3.0</td>
<td>6 pts</td>
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<tr>
<td>3.1</td>
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<tr>
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<tr>
<td>3.3</td>
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<tr>
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<td>3.9</td>
<td>15 pts</td>
</tr>
<tr>
<td>4.0</td>
<td>16 pts</td>
</tr>
</tbody>
</table>

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

- 5.0 – 4.5 = 10 points
- 4.4 – 4.0 = 8 points
- 3.9 – 3.0 = 6 points
- 2.9 – 2.0 = 4 point
- 1.9 – 1.0 = 2 points
- >1.0 = 0 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 (https://www.tamucc.edu/programs/graduate-programs/athletic-training-ms).

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](#). 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. Failure to follow the advice of academic advisors or failure to register for appropriate courses may result in a delay in graduation for students.

**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 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 and within specific course
syllabi.

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 form
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 TAMU-CC MS in AT Program, they will be asked to sign the full Technical Standards form (Appendix H) as adopted from the National Athletic Trainers’ Association (NATA) Education Council.

The TAMU-CC 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 TAMU-CC MS in AT Program the Commission on Accreditation of Athletic Training Education (CAATE) 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). TAMU-CC 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 the 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 in a culturally competent and sensitive manner.
- 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:
- Be a positive entity in the classroom and clinical setting. Students will not be a distraction to faculty, preceptors, coaches, athletes/patients, fans, or other personnel.
- 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 team
- Maintain sobriety in all academic and clinical environments, and refrain from the legal and illegal use of substances that can alter behavior, cognitive processing, or critical thinking.
- Abide by all state, federal, and local laws, as well as all Texas A&M University-Corpus Christi 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 Corpus Christi Hall 116.

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.

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**

**1st Year Summer – 12 Credits**
- SMED 5310 - Evidence Based Practice (3 Credits)
- SMED 5341 - Law & Ethics in Athletic Training (3 Credits)
- SMED 5100 - CPR/Basic Life Support (1 Credit)*
- SMED 5200 - Taping, Bracing, and Preventative Care in AT (2 Credits)
- SMED 5300 – Clinical Anatomy (3 Credits)

**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 5342 - Sports Psychology in Athletic Training (3 Credits)
- SMED 5100 - CPR/Basic Life Support (1 Credit)*
• SMED 5103 - Athletic Training Clinical Experience III (1 Credit)*

**2nd Year Fall – 10 Credits**
• SMED 5312 - Research Capstone (3 Credits)
• SMED 5323 - Head, Neck, & Spine Assessment, Evaluation, and Tx (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 5334 - Emerging Practice in Athletic Training (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 TAMU-CC MS in AT Program.**

**Program Milestones and Expectations**

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 examinations are offered as a practical examination, written comprehensive, and/or standardize patient. The course may also include more than one final assessment of student learning. Please consult with the individual course syllabi to determine compliance with course expectations.

**Course Practical Exams**

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.

Please see individual course syllabus regarding expectations and the requirements to demonstrate proficiency.

**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 course expectations and the requirements to demonstrate proficiency.

The Program is doing everything in its power to ensure all students are prepared for to successfully pass the Board of Certification (BOC) examination and enter professional practice and therefore it is important that students can successfully demonstrate both the knowledge and skills of athletic training.

Please see individual course syllabus regarding expectations and the requirements to demonstrate proficiency.

**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 either common or are uncommon for students to experience in their clinical settings. The purpose of standardized patients is to give students opportunities to practice their skills and to provide feedback. There are some instances that students may not have opportunities to practice frequently in the clinical setting and sometimes standardized patients are the only way for students to practice clinical skills.

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.

**Student Learning Assessment Confidentiality Agreement**

Texas A&M University-Corpus Christi Athletic Training Program (TAMU-CC MS in AT Program) values shared learning, professional discourse, and open discussion surrounding educational topics. While we do value these things the MS in AT 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 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. Students are encouraged to communicate with the instructor for the course or other program faculty regarding any questions they may have and should discuss any other information with program faculty.

- **Competency Assessments:** 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. Students are encouraged to communicate with the course instructor or program faculty regarding any questions or concerns related to the competency assessment.

- **Standardized Patients:** Standardized patients are an assessment tool to determine a student’s clinical confidence, decision-making, and patient interaction. Students will not share any information with classmates or peers. Sharing any information can lead to other students knowing the “case” prior to assessment. Students are encouraged to communicate with the course instructor or program faculty regarding any questions or concerns related to standardized patients.

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 purpose of the final cumulative examination will be to help students continuously study for the Board of Certification national examination and for the program to determine areas of strength and weakness for future improvement.

The examinations will include course content covered that semester as well as previously covered content. The final cumulative examination will be delivered via Blackboard.

Please see individual course syllabus regarding expectations and the requirements to demonstrate proficiency.

Exit Exam for BOC Endorsement

Students in their last academic year must take a paid exit exam to be endorsed for the Board of Certification (BOC) national examination. The students will be given a preliminary paid practice exam 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, 69.9% does not round up to a 70%.

If students do not pass on the first or second attempt (both paid for by the Department), then students may pay for additional tests (up to two [2] different than the original test) to demonstrate 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 not be allowed to register for the SMED 5335 course and may be dismissed from the TAMU-CC 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.

Students will track their progress throughout their time in the program and will report at the end of each semester.

**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>$667.04</td>
</tr>
<tr>
<td>Tuition &amp; Fees for 2 credit hour</td>
<td>$1032.44</td>
</tr>
<tr>
<td>Tuition &amp; Fees for 3 credit hour</td>
<td>$1397.84</td>
</tr>
<tr>
<td>Online Credit Fee</td>
<td>$100.00</td>
</tr>
<tr>
<td><strong>Estimated Projected Cost of MSAT Program for Resident</strong></td>
<td><strong>$25,000</strong></td>
</tr>
</tbody>
</table>

Non-Residential Tuition
- Tuition & Fees for 1 credit hour: $1168.81
- Tuition & Fees for 2 credit hour: $2036.04
- Tuition & Fees for 3 credit hour: $2903.26
- Online Credit Fee: $100.00

**Projected Cost of MSAT Program for Non-Resident** $54,000

Estimate of Additional Costs:
The following are projected costs to be enrolled in the TAMU-CC MS in AT 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 with any additional costs.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>ESTIMATED EXPENSE</th>
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<tbody>
<tr>
<td>Physical Examination &amp; TB Test/Verification</td>
<td>Approx. $30.00-$60.00 each</td>
</tr>
</tbody>
</table>
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.

| NATA Annual Membership                       | Approx. $80.00 per year |
Students are encouraged to become a NATA member while enrolled in the MS in AT 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 examination; access to resources: career center, membership directory, membership statistics, AT salary survey, NATA News, Journal of Athletic Training, and Athletic Training Education Journal.

**ATrack Membership**  
$45.00 Annual or $90 Lifetime Subscription  
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.

**Name Badge**  
$7.00  
All MS in AT Program students are required to wear a name badge at all clinical sites. The name badge needs to be issued by the university and have the student’s name and picture on it. If a student loses their name badge, then the student is responsible for purchasing an additional name badge.

**Clothing & Shoes**  
All MS in AT Program students will be required to purchase their own clothing and footwear, if necessary, to comply with the official dress code of the MS in AT Program (student handbook). Students are encouraged to purchase Adidas apparel and footwear as the TAMU-CC Athletic Department is sponsored by Adidas.

**Transportation to Clinical Sites**  
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.

**Transportation to Professional Conferences**  
MS in AT 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 to be allowed to participate in clinical hours. Students are responsible for the cost of the background check. When this is necessary, the MS in AT Program Director and Coordinator of clinical education will provide explicit directions to MS in AT Program students 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.
Emergency Cardiac Care Requirements

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 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 TAMU-CC NCAA Division I intercollegiate athletic teams, the Recreational Center, and 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 particularly for immersive experiences.

Student Clinical Responsibilities

1. Students in the program must adhere to all policies in the MS in AT Program Student Handbook.
2. Students will wear appropriate name tags at all clinical sites designating themselves as Athletic Training Students associated with the MS in Athletic Training Program at TAMU-CC.
3. Students must submit to a criminal background check if required by a clinical site. The student is responsible for any fees involved in obtaining the criminal background check.

4. 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.

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

There will be no discrimination in assigning students to clinical rotations based on the sex, ethnicity, religious affiliation, or sexual orientation of the Athletic Training Student for the clinical experience being assigned. The process of assigning students to clinical experiences will examine the best fit for the student, matching students with their learning needs, and meeting the required clinical experience expectations as outlined in the 2020 CAATE Curricular Content standards.

If a student decides that they do not want to participate in a clinical experience for any reason, the program is under no obligation to find the student an additional clinical rotation. Students will not be moved from clinical experiences except for extreme circumstances. Conflict is a part of professional practice and students need to do everything in their power to work with preceptors. Our experiences are 10% of what happens TO us and 90% of OUR response to a situation. Students are encouraged to try to find learning opportunities in every situation.

Specialized Experiences may 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 MS in AT program at TAMU-CC consists of five (5) semesters in which the student will be actively engaged in clinical supervision with a Certified Athletic Training or Physician. In some circumstances, other approved clinical supervisors may provide supplemental opportunities for students to learn. 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 in patient care. MS in AT 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 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 MS in AT 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 their clinical experience **ONLY** if the student can be supervised by another program trained 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 (bathroom or coffee break or something similar), 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 without preceptor oversight.

MS in AT 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 MS in AT students must be licenses health care professionals and hold appropriate credentials as determined by specific state practice boards. All preceptors must be Board of Certification (BOC) credentialed or hold the appropriate medical credentials and are in good standing with their professional organization. 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 MS in AT program: orthopedics. Students will be assigned to a preceptor rather than a specific sport or patient population.

Clinical experience hours the hours will be earned while working with TAMU-CC 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.
Clinical rotations may satisfy more than one program requirement, but at minimum, all students must complete clinical rotations in 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

**Affiliated Clinical Education Sites**

**Collegiate Clinical Sites:**

Texas A&M University- Corpus Christi Athletics
- Women’s Soccer
- Women’s Basketball
- Women’s Volleyball
- Women’s Beach Volleyball
- Women’s Golf
- Women’s Softball
- Men’s Basketball
- Men’s Baseball
- Men’s and Women’s Track and Field
- Men’s and Women’s Cross Country
- Men’s and Women’s Tennis

Texas A&M University- Corpus Christi Recreation Sports
- Club Sports
- Intramural Sports

**Orthopedic Clinic Sites**

South Texas Bone and Joint, 601 Texan Trail #300, Corpus Christi, TX 78411

**Secondary School Clinical Sites**

Corpus Christi Independent School District
- Carrol High School
- King High School
- Miller High School
- Moody High School
- Ray High School
- Veterans Memorial High School
Clinical Experience Matrix

- **1st Year Summer – 12 Credits**
  - No Clinical Experience

- **1st Year Fall – 10 Credits**
  - TAMU-CC Athletics or Rec Center
  - Clinical Hour Minimum Expectation: 250 clinical hours
  - Clinical Hour Maximum: 600 clinical hours
  - Patient Encounters: 45 Minimum
  - Students are encouraged to log as many patient encounters as possible to demonstrate their learning experience. Students need to log a minimum of 3 patient encounters per week to receive credit for that week (7 day period).
  - All other clinical requirements must be met during the regular semester
  - Competency Clinic occurs every week at designated times
  - Program workshops – sometimes attendance is mandatory
  - Average Hours Per Week: 17 hours a week over 15 weeks
  - Students will need program permission to exceed 25 hours in a week (see ATrack for approval form)

- **1st Year Spring – 10 Credits**
  - TAMU-CC Athletics or Rec Center
  - Clinical Hour Minimum Expectation: 250 clinical hours
  - Clinical Hour Maximum: 600 clinical hours
  - Patient Encounters: 45 Minimum
  - Students are encouraged to log as many patient encounters as possible to demonstrate their learning experience. Students need to log a minimum of 3 patient encounters per week to receive credit for that week (7 day period).
  - All other clinical requirements must be met during the regular semester
  - Competency Clinic occurs every week at designated times
  - Program workshops – sometimes attendance is mandatory
  - Average Hours Per Week: 17 hours a week over 15 weeks
Students will need program permission to exceed 25 hours in a week (see ATrack for approval form)

- **2nd Year Summer – 8 Credits**
  *Gen Med/Allied Health/Ortho*
  Clinical Hour Minimum Expectation 125 clinical hours
  Clinical Hour Maximum 300 clinical hours
  Patient Encounters 25 Minimum
  Students are encouraged to log as many patient encounters as possible to demonstrate their learning experience. Students need to log a minimum of 5 patient encounters per week to receive credit for that week (7 day period).
  All other clinical requirements must be met during the regular semester
  Competency Clinic occurs every week at designated times
  Program workshops – sometimes attendance is mandatory
  Average Hours Per Week: 25 hours a week over 15 weeks
  Students will need program permission to exceed 35 hours in a week (see ATrack for approval form)

- **2nd Year Fall – 10 Credits**
  *High School*
  Clinical Hour Minimum Expectation 300 clinical hours
  Clinical Hour Maximum 600 clinical hours
  Patient Encounters 60 Minimum
  Students are encouraged to log as many patient encounters as possible to demonstrate their learning experience. Students need to log a minimum of 4 patient encounters per week to receive credit for that week (7 day period).
  All other clinical requirements must be met during the regular semester
  Competency Clinic occurs every week at designated times
  Program workshops – sometimes attendance is mandatory
  Average Hours Per Week: 20 hours a week over 15 weeks
  Students will need program permission to exceed 30 hours in a week (see ATrack for approval form)

- **2nd Year Spring – 9 Credits**
  *2nd 7 Weeks: Immersive Experience*
  Clinical Hour Expectation 400 clinical hours
  Maximum 1000 clinical hours
  1st 7 Week Patient Encounters 28 Minimum
  Students are encouraged to log as many patient encounters as possible to demonstrate their learning experience. Students need to log a minimum of 4 patient encounters per week to receive credit for that week (7 day period).
  2nd 7 Weeks Immersive Patient Encounters 70 Minimum
Students are encouraged to log as many patient encounters as possible to demonstrate their learning experience. Students need to log a minimum of 10 patient encounters per week to receive credit for that week (7 day period).
All other clinical requirements must be met during the regular semester
Competency Clinic occurs every week at designated times
Program workshops – sometimes attendance is mandatory
Average Hours Per Week (1st 7 Weeks): 20 hours a week over 7 weeks
Average Hours Per Week (2nd 7 Weeks): 35-40 hours a week over 7 weeks
In the first 7 weeks, students will need program permission to exceed 30 hours in a week (see ATrack for approval form)
In the second 7 weeks, students will need program permission to exceed 40 hours in a week (see ATrack for approval form)

Per CAATE 2020 Standards for Accreditation of Professional Athletic Training Programs, students must engage in many different clinical experiences during their time at TAMU-CC. 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 its 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.

**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 5102 – Athletic Training Clinical Experience II
- SMED 5103 – Athletic Training Clinical Experience III
- SMED 5104 – Athletic Training Clinical Experience IV
- SMED 5105 – Athletic Training Clinical Experience V

**Documentation of Clinical Experiences**

It is the student’s responsibility to accurately record hours on the designated timesheet each day (www.atrackeronline.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. All clinical experience hours must be logged within 7 days of the event or will not be counted towards the requirements for the semester. ATrack is set up in a manner that does not allow students to 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 hour 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. Students are adult learners and will schedule their time weekly with the oversight of the preceptor. Students must complete their clinical hour requirement over the course of the entire semester. If a student completes the hour requirement early, the student is still expected to continue going to their clinical experience.

Student will have at least one (1) day with no clinical experience hours each week (7-day period starting Sunday to Monday). Students must log this day off in ATrack each week. Students should 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. This is an opportunity for students to practice the skills they learn in the classroom on various patient populations which prepares students to ultimately enter the workforce. Clinical hours should be quality clinical
experiences including opportunities for patient encounters. 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. do 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 250 clinical hours
- Maximum 600 clinical hours
- Average Hours Per Week: 17 hours a week over 15 weeks
- Students will need program permission to exceed 25 hours in a week (see ATrack for approval form)
- Patient Encounters 45 Minimum
  Students are encouraged to log as many patient encounters as possible to demonstrate their learning experience. Students need to log a minimum of 3 patient encounters per week to receive credit for that week (7 day period).

**SMED 5102 Clinical Experience in AT II**
- Minimum 250 clinical hours
- Maximum 600 clinical hours
- Average Hours Per Week: 17 hours a week over 15 weeks
- Students will need program permission to exceed 25 hours in a week (see ATrack for approval form)
- Patient Encounters 60 Minimum
  Students are encouraged to log as many patient encounters as possible to demonstrate their learning experience. Students need to log a minimum of 4 patient encounters per week to receive credit for that week (7 day period).

**SMED 5103 Clinical Experience in AT III** (Immersive Clinical Experience*)
- Minimum 125 clinical hours
- Maximum 300 clinical hours
- Average Hours Per Week: 25 hours a week over 5 weeks
- Students will need program permission to exceed 35. hours in a week (see ATrack for approval form)
- Patient Encounters 25 Minimum
  Students are encouraged to log as many patient encounters as possible to demonstrate their learning experience. Students need to log a minimum of 5 patient encounters per week to receive credit for that week (7 day period).
SMED 5104 Clinical Experience in AT IV  
Minimum 300 clinical hours  
Maximum 600 clinical hours  
Average Hours Per Week: 20 hours a week over 15 weeks  
Students will need program permission to exceed 30 hours in a week (see ATrack for approval form)  
Patient Encounters 60 Minimum  
Students are encouraged to log as many patient encounters as possible to demonstrate their learning experience. Students need to log a minimum of 4 patient encounters per week to receive credit for that week (7 day period).

SMED 5105 Clinical Experience in AT V (Immersive Clinical Experience*)  
Minimum 400 clinical hours  
Maximum 1000 clinical hours  
Average Hours Per Week (1st 7 Weeks): 20 hours a week over 7 weeks  
Average Hours Per Week (2nd 7 Weeks): 35-40 hours a week over 7 weeks  
In the first 7 weeks, students will need program permission to exceed 30 hours in a week (see ATrack for approval form)  
In the second 7 weeks, students will need program permission to exceed 40 hours in a week (see ATrack for approval form)  
1st 7 Week Patient Encounters 28 Minimum  
Students are encouraged to log as many patient encounters as possible to demonstrate their learning experience. Students need to log a minimum of 4 patient encounters per week to receive credit for that week (7 day period).  
2nd 7 Weeks Immersive Patient Encounters 70 Minimum  
Students are encouraged to log as many patient encounters as possible to demonstrate their learning experience. Students need to log a minimum of 10 patient encounters per week to receive credit for that week (7 day period).

* 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 until that requirement has been satisfied.

Request for Additional Hours or Special Opportunities  
If a student would like to gain additional meaningful experience during a week, then the student will submit a Request for Additional Hours or Special Opportunity form [see Appendix J] must be submitted to and approved by the Clinical Education Coordinator and/or AT Program Director prior to the event. The purpose of this request is to allow additional experiences which may cause a student to exceed the weekly limit of time for normal clinical hours. Thus, participation in these extra opportunities must be completely voluntary on the part of the student. Request forms can be used multiple times during the academic term as long as approved by the
Clinical Education Coordinator and/or AT Program Director. The request forms will also be available on ATrack for student access.

**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 MS in AT 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 regarding 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 two (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: document 3 patient encounters per week to total a minimum of 45 encounters.
- Clinical II: document 4 patient encounters per week to total a minimum of 60 encounters.
- Clinical III: document 5 patient encounters per week to total a minimum of 25 patient encounters.
- Clinical IV: document 4 patient encounters per week to total a minimum of 60 encounters.
- Clinical V: document 4 patient encounters per week in the 1st 7 weeks to total a minimum of 28 patient encounters and document 10 patient encounters per week in the 2nd 7 weeks to total a minimum of 70 encounters. The student should have a minimum of 98 encounters for the semester.

*A patient encounter should only be documented if it lasted more than 2 minutes and included a component of patient education or patient care.*

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

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

2. **Socioeconomic Setting (SES)**
   - a. Low
   - b. Moderate
   - c. High
   - d. Unknown

3. **Activities of Patient:** what type of activity were they involved in when injury sustained?
   - a. Simulation with Preceptor
   - b. Standardized Patient
   - c. General Population
   - d. Competitive
   - e. Recreational
   - f. Individual
   - g. Team
   - h. Military
   - i. Industrial
   - j. Occupational
k. Leisure Activities
l. Performing Arts
m. Other

4. **Gender Identity**
a. Male
b. Female
c. Transgender
d. Non-Binary
e. Patient Prefers Not to Identify
f. Unspecified
g. Unknown

5. **Race/Ethnicity**
a. American Indian or Alaska Native
b. Asian
c. Biracial or Multicultural
d. Black or African American
e. Hispanic (Latino/Latina)
f. Native Hawaiian or Pacific Islander
g. Middle Eastern
h. White (Caucasian)
i. Unknown

6. **Activity/Intensities Level:** what level of intensity does the participant participate at?
a. General Recreational Activity
b. High School - Athletic Activity
c. College Recreational Activity (Club/Intramural Sports)
d. NCAA Division I Collegiate Athletics
e. NCAA Division II Collegiate Athletics
f. NCAA Division III Collegiate Athletics
g. NAIA Athletics
h. Sedentary
i. Low Activity
j. Medium Activity
k. High Activity
l. Other

7. **Body System**
a. Musculoskeletal
b. Cardiovascular
c. Respiratory
d. Environmental Conditions
e. Endocrine
f. Dermatological
g. Eyes, Ears, Nose, Throat, Mouth, & Teeth
h. Gastrointestinal
i. Genitourinary
j. Neurological
k. Psychological and Psychiatric

8. 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.

9. Differential Diagnosis

10. Treatment

11. Diagnosis Codes

12. Treatment Codes

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

14. Practice Domain: only record the most predominant domain.
   a. Domain I: Risk Reduction, Wellness, & Health Literacy
   b. Domain II: Assessment, Evaluation, and Diagnosis
   c. Domain III: Critical Incident Management
   d. Domain IV: Therapeutic Intervention
   e. Domain V: Health Care Administration and Professional Responsibility

15. Evaluation Setting
   a. Simulation with Preceptor
   b. Standardized Patient
   c. Preseason Training
   d. Strength and Conditioning Session
   e. Inter-squad Scrimmage
   f. Regular Season Practice
   g. Post Season Workouts
   h. Game/Competition
   i. In-Patient Rehabilitation Center
   j. Hospital
   k. Orthopedic Center
   l. Outpatient Surgical Center
   m. Office Setting
   n. Other

16. 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
- Review of site-specific policies and procedures relating to communicable disease, exposure, and controls.
- 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 it to ATrack.

Background Checks

Students must submit to a criminal background check if required by a 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 Mid-Term Evaluation of the Preceptor (Program Information only)
- ATS End-of-Semester Evaluation of Preceptor (Summarized by the Program to provide Preceptor Feedback)
- 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 a member of the AT Core Faculty 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.

The clinical site visit will be documented by the program and an evaluation of the site visit will be recorded.

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 be instructed to stop immediately and must resign or be terminated from the MS in Athletic Training Program.

Students are eligible to receive scholarships, grants, loans, or any other financial aid to assist with tuition and fees.

Students may be employed as graduate assistants or have outside employment, see below for outside employment.
Financing Your Education

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 from a class or a clinical assignment due to an unexcused absence, an incident report will be placed in the student’s file. The program will occasionally schedule mandatory meetings or trainings/workshops that students must attend. The program will attempt to give the students as much warning as possible to schedule their time. A failure to attend scheduled classes, clinical experiences, or program activities will 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 for available university scholarship opportunities. Any other scholarship opportunities that are brought to the attention of the program will be shared with students via email or on the program’s Blackboard page. Students are encouraged to be members of the Texas State Athletic Trainers Association (TSATA), Southwest Athletic Trainers Association (SWATA), and/or the National Athletic Trainers Association (NATA) to be eligible for Athletic Training specific scholarships.

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.
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 Name Badges
Students in the Athletic Training program will be required to wear their name badge during all clinical experience opportunities (primary, secondary, special opportunities) to designate themselves as students. The badge must be visible to all individuals (i.e., worn on the shirt or at the waist or hanging from a lanyard).

Students will purchase their name badges from the University Sanddollar ID office. Students will be responsible for the fees associated with purchasing a name badge or the replacement of any lost badges.

If the Program Director, Coordinator of Clinical Education, or any preceptor notes that a student is at a clinical site without their name badge, they will be asked to put it on immediately. If the student cannot produce the badge, then the student will be dismissed from the experience that day and will lose the opportunity to gain clinical experiences. The student will be issued a student behavioral incident report (Appendix L). Multiple violations may result in a drop in the student’s corresponding clinical course grade.

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 always.
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 TAMU-CC Master of Athletic Training Program. A Preceptor is a BOC Certified Athletic Trainer or Board-Certified physician who has been trained to be a preceptor by the Texas A&M University-Corpus Christi Master of Science in Athletic Training Program. Only individuals who have completed a recent TAMU-CC Preceptor Workshop training 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 MS in AT program include athletic trainers (AT) and 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 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 content knowledge and skill proficiency, but also practice professional and ethical behavior. Each student will be evaluated on such behavior by every preceptor they are 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 punctuality. 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 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 their athletic training skills. Students are not there to be super-fans or and if you are working, you are not a spectator. Even though students may be
attending a game as fans in the stands, please remember that you still represent the athletic training program, the athletic department, and the University. Many people know who you are and know that you are associated with the Department of Athletics, so please always conduct yourself with high moral and ethical code.

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 with whom you have a professional relationship is strongly discouraged and may result in the student’s removal from a clinical setting if a conflict of interest is determined.**

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 the health and wellbeing of 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 or the 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.

If students are from the Coastal Bend and attended a local high school, the student will not be assigned to that site to prevent a potential conflict of interest.

**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 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 Coordinator of Clinical Education.
- Personal communication devices may be carried at clinical sites, but students should refrain from receiving or making personal communication (texts, calls, social media posts, etc.) during their clinical experience. Personal communication devices should be set to silent or vibrate to minimize the distractions to preceptors, coaches, patients, and others in the clinical setting.
• If you are caught using social media in any way that is determined to be harmful or inappropriate you will be minimally written up and depending on the severity of the event, 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 the Program’s policy. The Program’s policy serves as 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, regardless of if you are dressed and participating in clinical assignments, you are associated with the University, community, and program.

The TAMU-CC 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’s rules regarding dress. Please address these expectations in your orientation meeting with your preceptor at the beginning of the semester.

Socks must always be worn to maintain good hygiene. Religious head coverings are allowed in all settings.

Athletic hats may be worn at outdoor practices only and must be either an Islanders hat, an Adidas hat, or a plain hat. Bucket hats, or large straw hats are also appropriate to protect students from the sun.

Students are encouraged to wear sunscreen to outdoor activities. Insect repellent is also recommended for students. T-shirts and polo shirts must be tucked, except female- cut polo shirts that are too short to tuck in. If a student’s shirt comes untucked, they should make every
attempt to look professional. Looking unprofessional in the clinical setting may 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 TAMU-CC apparel only if they are in solid colors (colors should match the school colors including grey, white, royal blue, or Kelly green).
  - Collared shirts must cover the shoulders and must not be too low cut or unbuttoned unreasonably low.
  - 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) are allowed.
  - 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. Students are operating as medical professionals and their dress should set them apart from coaches and other support personnel.
  - 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 should be tied at all times in the event a student need to quickly act
  - Dress shoes may be allowed for game day apparel for specific assignments.
  - Shoes should be worn 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
- Dresses or skirts may be worn; however, they should allow students to effectively complete ALL clinical tasks in the event of an emergency.
- Athletic Training polo shirt, khaki/black shorts or pants, OR dress clothes may be worn.
- No stilettos are allowed at any time. Stiletto heels frequently put divots in the hardwood floors. Shoes should be worn that allow you to effectively complete ALL clinical tasks in the event of an emergency.

**Team Travel**

- Professional dress attire (i.e., slacks and polo) or other approved attire according to team travel rules is required unless stated by the preceptor.
  - Please discuss expectations with your preceptor prior to traveling if you are provided a travel opportunity with a team.
- Travel by bus or van: please consult with your preceptor to determine professional attire.
- Travel by plane: please consult with your preceptor to determine professional attire.

**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 (it is recommended that long hair should be pulled back to prevent hair getting caught in tape or prohibiting the student’s line of sight).
- Jewelry may be worn but must not interfere with the clinical experience.
- No large rings, large hoop earrings, or bulky necklaces should be worn to protect the student from potential injury.
- Fingernails and hands should be cleaned frequently, including under the tips of the nails.
- Fingernails are required to be well manicured and are recommended to be trimmed short to assist with palpations.
- Synthetic fingernails are not recommended as they have been proven to harbor bacteria.
- Beards and mustaches are allowed but they should be neatly trimmed, clean, and look professional.
- Pierced body parts other than pierced ears are discouraged. Use discretion and be professional. You must also abide by any specific clinical site rules while you are assigned to specific settings. Facial piercings are not recommended as piercings may get caught and pulled out during clinical experiences by errant sports or rehabilitation equipment. Students are not recommended to have facial piercings but may do so at their own risk.
- Attention causing tattoos are discouraged. Tattoos that include profanity, racist, or sexist images or language are prohibited and must always be covered including all clinical and classroom experiences.
  - Students should make every attempt to cover tattoos during games to avoid distractions.
• 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 piercing(s) and/or tattoo(s) during the academic year will be removed from their clinical experience for a minimum of 6 – 8 weeks, or until the piercing(s) and/or tattoo(s) has/have fully healed as evaluated by the Program Director and Medical Director, due to safety concerns for the individual as well as our patient population whom we treat.
  o Students will also be required to refrain from participating in lab activities in classes which may negatively affect the student’s overall grade due to concerns of transmission of blood borne pathogens to their classmates.

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 can 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, and a program violation will likely be filed. This could potentially affect a student’s clinical or course grade for professionalism.

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.

Revised 7/22/2023
**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 from the instructor (with the Program Director and Coordinator of Clinical Experiences copied) (*Appendix L*).

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 to inform them 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 if you are late to your clinical experience, even if you contact them.

**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 K*). 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.
Disciplinary Action

All Athletic Training Students are expected to adhere to all TAMU-CC 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 TAMU-CC Athletic Training Program or ethical guidelines, he/she may reprimand the student, file an Incident Report (Appendix L) 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 TAMU-CC 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 they have been treated unfairly in this process, they 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 against 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 responsibility for 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>
</thead>
<tbody>
<tr>
<td>Liability</td>
<td>The state of being legally responsible for the harm one causes another person.</td>
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<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>Term</td>
<td>Description</td>
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<td>---------------------------</td>
<td>-----------------------------------------------------------------------------</td>
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<tr>
<td>Accident</td>
<td>An act that occurs by chance or without intention.</td>
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<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 MS in AT 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 M). 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.

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 about something items in need of repair. 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 always use Universal Precautions 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 droplets 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 N) and blood borne pathogens (Appendix O). Students will be trained regarding Universal Precautions as well (Appendix P).

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 MS in AT educational experience, MS in AT students may be exposed to radiation and should abide by Texas A&M University-Corpus Christi’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 Q). 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 O). 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 P) 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 N), 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 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 R), 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 TAMU-CC MSAT social media and Digital Professionalism Form (Appendix S).
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 TAMU-CC Athletic Training Student:

Please keep the following guidelines in mind as you participate on social networking web sites 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 TAMU-CC 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 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 posting 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 posting 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 who 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 T) which will allow the program to take photos and market the program.
TAMU-CC Athletic Training Operational Procedures

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 credentials 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 at an event at Whataburger Field may park in the lot on the west side of Whataburger field. Students must show their credentials 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 (e.g., 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. Students are encouraged to update emergency contact information on ATrack and on the University Website (SAIL). 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 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.
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 for 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:

- 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 TAMU-CC. 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 the 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 should wear appropriate professional dress and conduct him or herself accordingly.

Board of Certification (BOC) Requirements

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

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.

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:
Appendix A: Handbook Acknowledgment

2023-2024 MS in AT Handbook Acknowledgement Form

I have been accepted into the Master of Science in Athletic Training Program at TAMU-CC 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 TAMU-CC 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 TAMU-CC 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 for at least 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 your 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)

<table>
<thead>
<tr>
<th>Patient’s Name</th>
<th>Today’s Date</th>
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<tr>
<td>___________________</td>
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<table>
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<tr>
<th>Date of Birth</th>
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<tr>
<td>___________________</td>
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</table>

Medical History

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

<table>
<thead>
<tr>
<th>Illness/Condition</th>
<th>Yes</th>
<th>No</th>
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</thead>
<tbody>
<tr>
<td>Asthma</td>
<td></td>
<td></td>
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<tr>
<td>High Blood Pressure</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Cancer</td>
<td>Yes</td>
<td>No</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>
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<td></td>
<td>Pulse</td>
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<tr>
<td>Vision: R</td>
<td>L</td>
<td>corrected/uncorrected (circle one)</td>
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<th>Examination</th>
<th>Normal</th>
<th>Physician’s Statement</th>
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<tr>
<td>Head</td>
<td></td>
<td>Comments on abnormal findings:</td>
</tr>
<tr>
<td>Eyes</td>
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<tr>
<td>Ears, Nose &amp; Throat</td>
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<td>Neck</td>
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<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>

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: __________________________
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>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</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></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 or 2 doses of MMR vaccination OR positive quantitative titer report showing immunity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Varicella (Chicken Pox)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<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>
<td></td>
</tr>
<tr>
<td>Hepatitis B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<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>
<td></td>
</tr>
<tr>
<td>Diphtheria, Tetanus, Pertussis (Td, Tdap, DTP)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 dose of Tdap vaccination after age 18 with Td booster every 10 years</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bacterial Meningitis (MCV4, MPSV4)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<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>
<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.

<table>
<thead>
<tr>
<th>Student Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Physician Signature –OR— Stamp of Health Facility</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## 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 <strong>OR</strong> 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) <strong>OR</strong> 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) <strong>OR</strong> 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 <strong>OR</strong> If first dose is given after student’s 13th birthday: Two (2) doses at least 4 weeks apart <strong>OR</strong> Medical history of varicella disease <strong>OR</strong> 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 4-6 months) <strong>OR</strong> Three (3) dose combined hepatitis A and hepatitis B series (0, 1-2, and 6-12 months) <strong>OR</strong> Two (2) dose hepatitis B series of Recombivax (0 and 4-6 months, given at 11-15 years of age) <strong>OR</strong> 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 (MS in AT Program) at Texas A&M University-Corpus Christi (TAMU-CC) 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 to render care to a variety of individuals engaged in physical activity.

The technical standards set forth by the Athletic Training Program (MS in AT Program Technical Standards) establish the essential qualities considered necessary for students admitted to the MS in AT 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]). TAMU-CC does not use the MS in AT Program Technical Standards in any manner for admissions decisions concerning MS in AT Program applicants. After admission, each MSAT Program student will be required to affirm his or her ability to fulfill the MS in AT Program Technical Standards, with or without reasonable accommodation. In the event a student is unable to fulfill the MS in AT Program Technical Standards, with or without reasonable accommodation, the student will be removed from the MS in AT Program.

Compliance with the MS in AT 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 MS in AT Program Technical Standards

1. A copy of the MS in AT 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 MS in AT 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 MS in AT 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, considering 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 MS in AT 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 MS in AT 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 attest 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)

**Applicant’s Information**

- **Student name:** First M Last
- **Student ID:** (A number)
- **Address:**
- **City:**
- **State:**
- **Zip:**
- **Phone:**
- **Email:**

*required information*
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>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motivation to Work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to Work Well with Others</td>
<td></td>
<td></td>
<td></td>
<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>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional Maturity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Likelihood of Success in Graduate Work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Likelihood of Career Success</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<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>
<td></td>
</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

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 your completed and currently enrolled courses. Pre-requisite courses should be completed with an average cumulative 3.0 GPA or better.

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>M.I</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prerequisite Course</th>
<th>Course Number</th>
<th>Course Name</th>
<th>Institution Name</th>
<th>Term Completed (or In-Progress)</th>
<th>Course Credits</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology (With Lab Preferred)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anatomy &amp; Physiology I (With Lab Preferred)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anatomy &amp; Physiology II (With Lab Preferred)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry (With Lab Preferred)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics (With Lab Preferred)</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Intro to Psychology OR Sports Psychology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nutrition OR Sports Nutrition</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercise Physiology (With Lab Preferred)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biomechanics (With Lab Preferred)</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statistics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Athletic Training OR Anatomical Kinesiology OR Functional Anatomy OR Prevention and Care</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercise Testing &amp; Prescription OR Strength and Conditioning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* When anatomy and physiology are not combined, students need to demonstrate completion of an anatomy course and a separate physiology course to meet this requirement.

If you believe you have taken a course that fulfills the required pre-requisite requirement but the course title does not match exactly as listed above, then please contact the Program Administration for review by the Admissions Committee.
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 (MS in AT Program) at Texas A&M University-Corpus Christi (TAMU-CC) 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 MS in AT Program is to prepare graduates to enter a variety of employment settings to render care to a variety of individuals engaged in physical activity.

The technical standards set forth by the Athletic Training Program (MS in AT Program Technical Standards) establish the essential qualities considered necessary for students admitted to the MS in AT 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]). TAMU-CC does not use the MS in AT Program Technical Standards in any manner for admissions decisions concerning MS in AT Program applicants. After admission, each MS in AT Program student will be required to affirm his or her ability to fulfill the MS in AT Program Technical Standards, with or without reasonable accommodation. In the event a student is unable to fulfill the MS in AT Program Technical Standards, with or without reasonable accommodation, the student will be removed from the MS in AT Program.

Compliance with the MS in AT 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 MS in AT 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 MS in 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, considering 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 MS in AT 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 MS in AT 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 MS in AT 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

Master of Science in Athletic Training Program Confidentiality

The MS in Athletic Training Program utilizes standardized patients, practical examinations, and other educational assessments to help determine student progress and demonstrate competency. These assessments are meant to serve as feedback for students and the program and provide accreditation required assessments of student learning. The assessment is meant to be individualized to the student. Cheating does not help students in the long term so gaining access to material ahead of time only hurts the student who is cheating.

These educational assessments take a long time to create and develop and therefore need to be kept confidential. Students will not share these resources, their assessment content, or assessment outcomes with anyone other than the faculty associated with the MS in AT Program.

If students have questions regarding their assessment or outcomes, students are encouraged to make an appointment with the MS in AT program faculty to discuss.

The assessments, cases, and checklists are the property of the Master of Science in Athletic Training Program at Texas A&M University-Corpus Christi. We allow you access to this information outside of our facility so that you may review and work on your performance.

Breaching confidentiality will result in the student receiving a grade of “F” for the semester and the student being reported to the Office of Student Affairs for academic dishonesty. Also, if it is determined that a student is soliciting other students to obtain confidential material, that student will be given an “F” for the semester and will be reported to the Office of Student Affairs.

Please do NOT share your work or assessments.

Confidential Materials Statement:

I understand that the cases/checklists/forms used in the standardized patients, practical examinations, or other educational assessments are all considered confidential material.

Student Name: (please print) ___________________________________________________

Signature: __________________________________________________________________
Date: ______________________________________________________________________

Course:
Semester:
Instructor:
Instructor’s Email:
Instructor’s Phone Number:
Appendix J: Request for Extra Hours or Special Opportunities Form

I am requesting advance approval for additional clinical experience on the date(s) and time(s) as listed below. I believe this unique opportunity will provide a priceless and valuable learning experience for me and I have received approval from my Primary Preceptor.

* Starting Time/Date of the Event (i.e., 9:00am, 08/01/2023)
* Estimated Ending Time/Date of the Event (i.e., 11:30am, 08/01/2023)
* Estimated Number of Clinical Hours you will receive from this event (i.e., 2.5 hours)
* Supervising Preceptor's Name for this Event

* Content of Additional Clinical Experience (i.e., Observing surgery, home track meet, etc.)

* Possible Learning Outcome(s)

* Requesting Athletic Training Student Digital Signature (initials)

* Your Primary Preceptor's Name
Appendix K: 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 L: 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.
• Habitually forgetting to wear name badge.
• Breaking patient confidentiality (HIPAA laws).
• Displaying disrespectful behavior to student-athlete, coaches, or other athletic personnel (including fans) of TAMU-CC 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.).
• Failure to appropriately wear name badge.
• 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 problematic behavior:
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Revised 7/22/2023
Athletic training student’s comments or response:

________________________________________________________

________________________________________________________

________________________________________________________

Staff Member Filing Report: ________________________________

I am aware of, and acknowledge, the above report. I have read this report and discussed the described behavior with my clinical supervisor and/or the AT Program Faculty. I know that I can appeal against the addition of this report to my permanent academic file, or any disciplinary action taken by submitting an appeal in writing to the AT Program Director within 48 hours after receiving this notification.

Athletic Training Student Signature ____________________________
Appendix M: 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-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.

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 ________________________________
Appendix N: 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 O: 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 because 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 because 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, TAMU-CC).

______________________________  ____________________
Print Name          Date

______________________________
Signature
Appendix P: 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 Q: 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
Provider Name
TAMU-CC 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 R: Injury/Incident Report Form TAMUCC

http://safety.tamucc.edu/forms

![Incident/Injury Report Form]

### TIME & PLACE

- Date/Time of incident
- Location: Street, City, Building, Room No. (Be specific)

### PREMISE CONDITION

- Type of Premises
  - Construction Site
  - Parking Lot
  - Sidewalk
  - Lobby/Entrance
  - Office
  - Other

- Conditions
  - Dry
  - Uneven Surface
  - Icy
  - Snowy
  - Wet
  - Other:

- UPD Report (If available)

### INCIDENT DESCRIPTION

- Describe What Happened *(Use additional sheet if necessary):*

### INJURED PERSON

- Name
- Phone Number
- Address

### DESCRIPTION OF INJURY & MEDICAL TREATMENT

- Injury - Describe the type, severity, body part involved, and treatment * (see below)

- Was Medical Treatment Given? Yes ☐  No ☐  Will seek treatment later ☐

- Name of Medical Facility/Doctor
- Transported by Ambulance: ☐
- Transported by Other:

### DESCRIPTION OF PROPERTY DAMAGE

- Owner's Name
- Phone Number
- Other Contact Information (e-mail, cell #, etc.)

- Property Damaged:
  - Vehicle
  - Building
  - Furniture
  - Equipment
  - Tools
  - Other

- Description:

### WITNESS

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>Phone #</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Name of the employee Completing this Report
- Phone Number

### Signature

- Department
- Date

* This form can be located at the following website: 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 Oceana Drive, Unit 5876
   Corpus Christi, TX  78412-5876
   OR
   Fax to: (361)-825-5556

6) The Environmental, Health & Safety Department will coordinate the investigation.
TAMU-CC 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 TAMU-CC 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 T: 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 TAMU-CC.

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 TAMU-CC 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: __________________________________________________________