

**Master of Athletic Training  
Student Handbook  
2024-2025**



Abilene Christian University  
College of Health and Behavioral  
Sciences  
Department of Kinesiology and  
Nutrition  
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## Abilene Christian University Master of Athletic Training Program

### I. Mission, Goals, and Program Outcomes

#### Mission

**ACU Mission:** The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world.

**CHBS Mission:** The mission of the College of Health and Behavioral Sciences is to prepare students for Christian service and leadership with a collaborative commitment to holistic health and wellness by means of high-quality professional and pre-professional programs.

**Kinesiology and Nutrition Department Mission:** To prepare students to serve and lead through the development of healthful lifestyles.

**Mission of MAT program:** The mission of the Master of Athletic Training program is to offer students a dynamic, respected program that challenges them to grow intellectually, academically, emotionally, and spiritually while preparing them for successful careers as athletic trainers.

#### Goals

Graduates will apply their athletic training skills and knowledge in the areas of evidence-based practice, prevention and health promotion, clinical examination and diagnosis, acute care of injury and illness, therapeutic interventions, psychosocial strategies and referral, healthcare administration, professional development and responsibility to improve the quality of professional medical care in their community while reflecting Christian values.

#### Core Principles

1. Integrity-The MAT program teaches students to practice in a professional, ethical manner that honors the BOC Standards of Professional Practice, state and local laws, and the wishes of the patient, and uses evidence to inform decisions.
2. Leadership-Students in the MAT program will seek opportunities to advocate for the profession.
3. Partnership-The MAT program allows students to learn from and work with other healthcare professionals and the community through collaboration and cooperation.
4. Service- Students in the MAT commit to benefiting and serving the community in which they live and work.

#### Program Outcomes

1. Students will provide athletic training services.
2. Students will be able to evaluate and clinically diagnose injuries.
3. Students will be able to demonstrate competency in research.
4. Students will be able to manage critical incidences.

**Program Outcome 1:** The program will prepare graduates to offer athletic training services to those in need at schools, colleges/universities, clinics, municipal departments, military, fine arts institutions, hospital outreach, industrial settings, various levels of professional sports and within their communities.

**Objective 1 for Program Outcome 1** – Students will make 70 percent or better on each domain of the BOC practice exam prior to taking the BOC examination.

In most states, a health care professional must hold a certification in athletic training before practicing athletic training. To enhance preparation for taking the BOC examination to become certified, and offer athletic training services, students will have the opportunity to practice taking the BOC exam. This allows the students to observe the domains that they are strong in and those where they need to focus more of their attention.

**Objective 2 for Program Outcome 1** – Within one year of graduation from the program, at least 70 percent of graduates will pass the BOC examination.

The MATP curriculum is designed to address the requirements of CAATE standards and the practice analysis items (8<sup>th</sup> ed.) from the Board of Certification for the Athletic Trainer (BOC). The MATP curriculum includes information enhance knowledge and skills that are essential to be successful on the State of Texas Athletic Training Licensure Exam and BOC exam. To practice as an Athletic Trainer in the State of Texas, one must have a license awarded by the Texas Department of Licensing and Regulation.

**Program Outcome 2:** The program will prepare graduates to evaluate, clinically diagnose, and rehabilitate orthopedic injuries.

**Objective 1 of Program Outcome 2** – By graduation from the program, all students will have made 70 percent or higher on all measured evaluations in the MATP 623 Orthopedic Evaluation of Lower Extremity course.

Students will take this course in their first fall semester in the program. Learning how to succeed in this course will provide them with a strong understanding of how to succeed in subsequent orthopedic assessment courses within the program. Evaluation and diagnosis of injury is a major part of athletic training practice. This content exists in 26.5 percent of the items on the BOC examination.

**Objective 2 of Program Outcome 2** – By graduation from the program, all students will have made 70 percent or higher on all measured simulations in the MATP 624 Orthopedic Evaluation of Lower Extremity Lab course.

Students will take this course in their first fall semester in the program. Learning how to succeed in this course will provide them with a strong understanding of how to succeed in subsequent orthopedic assessment courses within the program. Evaluation and diagnosis of injury is a major part of athletic training practice. This content exists in 26.5 percent of the items on the BOC examination.

**Objective 3 of Program Outcome 2** – By graduation from the program, all students will have made 70 percent or higher on all measured evaluations in the MATP 653 Therapeutic Interventions II course.

Students will take this course in their second fall semester in the program. Therapeutic Interventions are a major part of athletic training practice. This content exists in 26.5 percent of the items on the BOC examination.

**Objective 4 of Program Outcome 2** – By graduation from the program, all students will have made 70 percent or higher on all measured simulations in the MATP 654 Therapeutic Interventions II Lab course.

Students will take this course in their second fall semester in the program. Therapeutic interventions are a major part of athletic training practice. This content exists in 26.5 percent of the items on the BOC examination.

**Program Outcome 3:** The program will prepare students to be consumers and producers of research.

Practicing athletic training requires implementing best practices for their patients. To do this, the athletic trainer must know how to find research that is specific to their inquiry, understand what they find, appropriately apply the information to the care plan that they design, and evaluate the results of applying the information to their care plan.

**Objective 1 of Program Outcome 3** - By graduation from the program, all students will have made 70 percent or higher on all research projects within the MATP 621 Research Methods course.

This course not only prepares the student to conduct research but to also become a career-long consumer of research. This will help the student to continue using best practices to care for their patients.

**Objective 2 of Program Outcome 3** - By graduation from the program, all students will have made 70 percent or higher on all research projects within the MATP 632 Pharmacology in Athletic Training.

This course not only prepares the student to conduct research but to also become a career-long consumer of research. This will help the student to continue using best practices to care for their patients.

**Program Outcome 4:** The program will prepare graduates to manage critical incidences, including emergency situations, that can occur while practicing athletic training.

**Objective 1 of Program Outcome 4** – By graduation from the program, all students will have made 70 percent or higher on all measured evaluations in the MATP 613 Care and Prevention of Athletic Injuries course.

Being able to triage, create a plan of care, and act in emergent situations is a vital part of athletic training practice. This content exists in 20.8 percent of the items on the BOC examination.

**Objective 2 of Program Outcome 4** – By graduation from the program, all students will have made 70 percent or higher on all measured simulations tests in the MATP 614 Care and Prevention of Athletic Injuries Lab course.

Being able to triage, create a plan of care, and act in emergent situations is a vital part of athletic training practice. The student must be proficient at basic emergent skills. This content exists in 20.8 percent of the items on the BOC examination. This course will allow students to practice vital lifesaving skills with a qualified and experienced health care provider.

### Overview of Program

Athletic training is practiced by athletic trainers, health care professionals who collaborate with physicians to optimize activity and participation of patients and clients. Athletic training encompasses the prevention, diagnosis, and intervention of emergency, acute, and chronic medical conditions involving impairment, functional limitations, and disabilities. The Master of Athletic Training provides comprehensive coursework and clinical experience for students that seek knowledge in the field of athletic training. The program will provide the students with classroom academic coursework, hands-on laboratory classes, and diverse clinical experiences all while reinforcing Christ-centered values.

Two separate organizations play a role in the development and continuing education of athletic trainers: the National Athletic Trainers' Association (NATA) and the Commission on Accreditation of Athletic Training Education (CAATE). The vision of the NATA is that "athletic trainers will be globally recognized as vital practitioners in the delivery and advancement of health care. Through passionate provision of unique services, athletic trainers will be an integral part of the interprofessional health care team." The vision of CAATE is "improving health by assuring and recognizing excellence in AT education." This is achieved through the six values of CAATE: Accountability, Transparency, Integrity, Excellence, Leadership, and Partnership. The calls for excellence, leadership, and global recognition are similar to that in the mission of Abilene Christian University. The vision statements of both NATA and CAATE coincide with the mission of ACU: "to educate our students for Christian service and leadership throughout the world." The MAT program falls in line with the ACU mission in that the profession of Athletic Training is a service-oriented profession. Athletic Trainers consistently give of their time and skills to contribute to the betterment of their community and that of others. Service before self and excellence in delivery of medical care comprise the basis of the profession. Keeping the visions of NATA and CAATE in mind and adding the ACU promise of Christ-centered education, the Master of Athletic Training has the distinction to educate the most compassionate and service-minded professionals for the ever-changing medical world. In addition, the curriculum of the master degree will continually correlate the profession of athletic training to Christian living and spiritual practices within the vocation. Faculty in the program will be faith

mentors to guide students to develop a strong faith expressed through the profession. The program will encourage relationships among students, with faculty, and with others in the community that are founded on the commitment to Christ, regardless of racial, ethnic, gender, and cultural differences.

ACU's MAT is accredited by the Commission on Accreditation of Athletic Training Education (CAATE) as a professional graduate program and employs a competency-based, medical education model. This model includes both didactic and clinical courses that prepare our students to pass the Board of Certification examination and pursue careers in athletic training.

The MAT's didactic courses introduce principles, theory, and applications of athletic training and sports medicine. Experiential learning is an integral part of a Master in Athletic Training program. Students will be required to complete a clinical experience class every semester. Additionally, they will have an immersion experience that will last at least four weeks during which students will work alongside an athletic trainer learning all aspects of the profession. This ensures that athletic trainers have adequate real-world and hands-on experience so they are proficient on the first day of their jobs. These sites include the university's own athletic training facility, as well as community colleges, high schools, performance training centers, local professional teams, physical rehabilitation/sports medicine clinics, hospitals, and medical offices.



## II. Clinical Education

The purpose of clinical education is to allow the opportunity for students to develop and practice their clinical skills with patients while working with credentialed healthcare providers.

### Clinical Experiences

All Athletic Training Students will complete a variety of clinical experiences before graduation in order to meet CAATE requirements. This includes, but is not limited to, a variety of settings that could potentially include (recreational sports, high school, college/university, military, industrial, occupational, leisure activities and performing arts), activity exposures (Competitive, non-competitive, individual, team, high and low intensity activities), lifespans (pediatric, adult, elderly), socioeconomic status, and populations (female, male, general). These experiences address the continuum of care and prepare a student to function in a variety of settings and meet the domains of practice delineated for an entry-level certified athletic trainer. In order to meet these accreditation standards, students are not allowed to select their clinical experiences. **The clinical education coordinator determines each student's clinical experience with input and approval by the program director.**

During clinical experiences, the athletic training student (ATS) provides athletic training services at an affiliated clinical site under the supervision of an assigned preceptor. Clinical experiences provide students with opportunities to practice and integrate the cognitive learning their didactic and psychomotor knowledge with the associated psychomotor skills requirements of the profession, to develop entry-level clinical proficiency and professional behavior as an athletic trainer as defined by the National Athletic Trainers' Association (NATA). A credentialed healthcare provider (ATC or physician) supervises each athletic training student and is defined as a Preceptor for the MATP. Athletic training students have numerous clinical sites to practice their patient-care skills including Abilene Christian University athletics, various local high schools, rehabilitation clinics, and medical clinics.

During a clinical experiences, students may NOT perform skills on a patient until the skill has been taught and assessed by a classroom instructor or preceptor. The purpose of clinical education is to engage in patient care and educational opportunities with a preceptor, which may include practicing skills learned in courses. However, "studying," including reading textbooks, notes, etc. that does not include engagement with a preceptor should not occur during clinical experience time. The first time this occurs the student will receive a verbal warning. Subsequent violations will be routed through the ACU code of conduct procedures.

Students may only complete clinical experiences at Affiliated Clinical Sites. All affiliated clinical sites have completed an "affiliation agreement" that outlines the legal liability and supervisory requirements of the Preceptor, Student, and Abilene Christian University. The affiliation agreement requires all students to have a current ECC certification and Blood Borne Pathogen (BBP) training. The MATP provides annual training in BBP. Any student who is not current in BBP will be removed from his/her clinical site until fulfilling these

requirements. In addition, within the student's first week at an affiliated site, the student is required to review with their assigned Preceptor the affiliated site's venue-specific emergency action plans (EAP), blood-borne pathogens policy, communicable disease policy, security/confidentiality policy, and modalities/equipment policy.

### Clinical Experience Courses

Students receive academic credit for their clinical experience courses through Clinical Experience Courses (labeled as Field Experience at ACU). Students will be required to complete clinical experience courses MATP 690 and MATP 691 three times each in order to be eligible to sit for the Board of Certification Exam. Two immersive experiences (totaling a minimum of four weeks for the first and seven weeks for the second) will be required for each student. Each clinical experience course includes clinical experience objectives, hours verification by preceptor, patient encounter tracking, evaluations, and additional assignments to assess student application of clinical skills, clinical reasoning, and professionalism. Clinical experience course meetings consist of large group, small group, and program-wide meetings. Course meetings are specified on clinical experience course calendars and may extend beyond the scheduled course time for special events or guest speakers.

### Clinical Experience Hours

Students enrolled in clinical experience courses are required to accumulate hours at each of their clinical experiences. The requirement for hours for the students shall be enough to provide quality educational experiences throughout each of the settings they are placed in. The time commitment for completing hours for their experience shall not be too much to adversely affect the students' progression through the MAT program.

The clinical experience component is planned to include two immersive clinical experiences. An immersive clinical experience is a practice-intensive experience that allows the student to experience the totality of care provided by athletic trainers. Students must participate in the day-to-day and week-to-week role of an athletic trainer for a period of time identified by the program (but minimally one continuous four-week period). Programs may include online education during the immersive experiences that does not detract from the nature of an immersive clinical experience. Students are responsible for communicating with their preceptors regarding scheduling and hours completion throughout the semester. Students should record hours starting when they arrive at their clinical site and stop recording at the time they depart their clinical site. Travel time to, from, and during the site should not be included.

If a student anticipates any difficulty with achieving the adequate hours to ensure a quality clinical experience (e.g., physician-documented illness, injury, medical leave of absence, scheduling conflict with a required course, etc.), he/she must notify the Clinical Education Coordinator as soon as possible. Failure to complete clinical experience hours by the end of the semester could result in a course grade of Fail (F).

Students may not load clinical experience hours at the beginning, middle, or end of the semester or experience. Students are required to attend their clinical experience **throughout** the entire semester to ensure students are learning the entire continuum of care of athletic trainers and facilitating learning over time. Hours reporting periods (as described in course syllabi) help facilitate the completion of clinical hours and experiences throughout the entire

time frame of the experience.

### Clinical Experience Hours Policy

Student's academic standing is monitored as well as student's time in the clinical and supplemental experiences. When academic standing becomes of concern, the student's time in clinical experience is examined and with the help of the student, and appropriate strategies for improvement are created. These strategies are unique to the student and may include replacement of clinical experience, referral to Alpha Scholars, reteaching opportunities, and other services as the student and or PD or CEC see fit.

### Clinical Experience Progression

The clinical experience portion of the program includes a variety of clinical sites, courses, and types of experiences. Clinical experiences provide students with the opportunity to develop proficiency in treating patients in a variety of settings across the continuum of care. The clinical education portion of the program also allows for flexibility in addressing specific students' needs as a clinician and professional goals. Clinical experiences for the Master of Athletic Training program shall provide a logical progression of increasingly complex and autonomous patient-care and client-care experiences. As the students progress throughout the MATP, it shall be expected that their patient care evolves with their didactic knowledge. Students will exhibit proficiency during clinical education and thereafter will be able to perform tasks during clinical experience.

### Athletic Training Student Responsibilities during Clinical Experience

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

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

### Athletic Training Student Responsibilities while in the ACU MATP

The ACU MATP aims to educate students on how to care for patients holistically. The program's faculty also aims to teach students to be responsible practitioners. To do this, students will be required to be honest with faculty, preceptors, and all administrators involved with the program. Responsibility also includes being able to follow the rules of each clinical site and being professional and mindful of what is verbalized in the clinical site. Not being able to display these qualities will negatively affect the matriculation through the program. If a student is proven to lack these qualities, the student will be reprimanded. Reprimanding will include, but not limited to, removal from clinical hours for a period of time that will be chosen by the program faculty. This could negatively affect the student's clinical experience grade.

### Preceptors

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

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

### Preceptor Responsibilities during Clinical Experience

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

1. Accept the athletic training student assigned to their facility without discrimination.
2. Not request students' time commitment to the clinical experience to be too great to adversely affect the students' progression through the MAT program.
3. Communicate with their student early and often regarding schedules, feedback, learning opportunities, policies and procedures, and other topics relevant to their clinical education experiences.
4. Provide supervision of the athletic training student, including maintaining visual and auditory interaction during all patient care situations AND situations where patient care may occur (e.g. practice coverage).
5. Allow students to apply skills to patients once instructed on the skills by athletic training program faculty or yourself.
6. Assess the student and provide ongoing feedback on their skills, professional behaviors, and clinical reasoning.

7. Provide supervised opportunities for providing patient care and furthering their development as clinicians.
8. Cooperate with the student during their completion of clinical hours, and all evaluations that are a part of the clinical experience course. Communicate with the student the most effective way to complete their requirements with you at their assigned clinical site.
9. Provide honest feedback on all evaluation and clinical hours reporting forms.
10. Support students' learning experiences, including being open to new information students learn in during their didactic and laboratory coursework.
11. Demonstrate the integration of evidence-based practice during provision of patient care and discussions with students, including helping students understand the intricacies of evidence-based practice and the balance of clinical expertise, research evidence, and patient preferences and values.
12. Communicate with the Clinical Coordinator on an as-needed basis, particularly if a question or concern arises, in addition to regularly scheduled times for communication.

### Supervision of Athletic Training Students

Students must be supervised by an assigned preceptor during clinical experiences. Supervision occurs along a developmental continuum that allows a student to move from interdependence to independence based on the student's knowledge and skills as well as the context of care. Preceptors must be on-site and have the ability to intervene on behalf of the athletic training student and the patient. Supervision also must occur in compliance with the state practice act of the state in which the student is engaging in client/patient care. The daily supervision of students by the Preceptor includes multiple opportunities for evaluation and feedback between the student and Preceptor.

Students are assigned a preceptor per clinical experience, multiple preceptors may be assigned at sports that there are more than one AT i.e. football, or a clinical site where AT's have multiple sport coverage, this is done to facilitate consistent supervision, feedback, and progression of the athletic training student's experience. Changing preceptors throughout the clinical experience progression is meant to give the student different perspectives of the profession throughout their clinical experiences. Students are preferred to get a majority of their hours with their assigned preceptor. In the event of an illness, travel, or other scenario where the primary preceptor is absent, the student may work with any preceptor that has undergone preceptor training and is an active preceptor for that semester.

In the event that a student's clinical preceptor is ill, traveling out of town (i.e. university sports), or otherwise unable to supervise, it is acceptable for the student to work under a different preceptor in order to maximize their opportunity to gain patient encounters. This will also benefit the student to practice the skills learned didactically in the classroom increasing the developmental continuum toward independence.

**It is the policy of the MAT program that students will always be supervised during their clinical experiences.** Abilene Christian University does **NOT** take responsibility for students that wish to volunteer their time to work in an unsupervised situation. In addition, any hours worked in an unsupervised situation will not be accepted as clinical experience hours.

### Clinical Experience Travel Policy

The MAT program recognizes the importance of travel with an athletic team as part of the learning experience of an Athletic Training Student. To that end, if the assigned clinical experience athletic team allows the athletic training student to travel with a preceptor to an away competition, the MAT student is expected to make that trip, assuming he/she is in good academic standing and there is no didactic implication of travel. Faculty member (Clinical Coordinator or Immersion Coordinator) and Instructor notification is required as soon as the intent to travel is realized. This should be in the form of an email to faculty members and instructors. Faculty members and/or Instructors can make didactic courses available on Zoom for traveling MAT students. If a student is not in good academic standing, or there is a didactic implication, the Faculty Member and/or Instructor may ask the MAT student not to travel. MAT students are not to forgo travel due to outside employment. If it is discovered that a MAT is not travelling after being invited by the clinical experience site, he or she will receive a written reprimand and it will be placed in the student's file. Upon a second time, the student may be dismissed from the MAT program.

### Suspension or Dismissal from Clinical Site

Students are required to follow all athletic training program, clinical experience course, and specific clinical site policies and procedures. If at any time the student is in violation of one or more of these policies, the student is at risk for suspension or dismissal from the clinical site. Once the clinical education coordinator has been notified of an issue at a clinical site, or the student has been in violation of program or clinical experience policies, the clinical education coordinator will initiate a meeting with the student to discuss the issue and discuss strategies for improvement. Consistent with ACU's code of conduct violations, a written reprimand will be placed in the student's file. If the student does not improve based on these discussions, additional meetings will be initiated with the preceptor, program director and/or other applicable parties. If the issues on the student's part continue, the clinical education coordinator, in conjunction with the program director, will determine if the student should be dismissed from the clinical site. In some cases, it may be determined that a temporary suspension is the most appropriate course of action. If the student is dismissed from the clinical site, he or she will receive an F in the clinical experience course they are currently enrolled in and will need to re-take the course at a different time to be permitted to obtain their degree and be endorsed for the Board of Certification exam. If a student is temporarily suspended from the clinical site they will forfeit the hours opportunities that occur during that time frame, potentially impacting their clinical experience course grade. Dismissal from a clinical site or ongoing issues at clinical sites may lead to academic probation or dismissal.

### Concerns with Clinical Education Experience

It is the student's responsibility to report any issues or concerns with a clinical site or preceptor as soon as they arise. If an issue is present, the clinical education coordinator will work with the student, preceptor, and other involved parties to address the issue. If an issue cannot be resolved and is significantly negatively impacting the student's learning experience, the student may be reassigned to a different clinical site and/or preceptor within the same semester. Concerns with the clinical education coordinator should be communicated with the athletic training program director.

### Extracurricular Clinical Activities

Students may choose to participate in internships, volunteer experiences, summer camps, and other events not affiliated with the Abilene Christian University Master of Athletic Training program. Students are encouraged to proceed with caution when choosing these opportunities. Students should never provide athletic training services without direct supervision of a certified athletic trainer. If providing athletic training services under supervision, students must ensure they are not in violation of any athletic training licensure laws or other regulation. In addition, students are encouraged to purchase their own liability insurance that would cover them during these un-affiliated events. Lastly, students should not represent the Abilene Christian University Master of Athletic Training program in any way during these events, including wearing program attire or nametags, nor stating their affiliation with the athletic training program. Students who violate the above policies may be in violation of the National Athletic Trainers' Association (NATA) Code of Ethics, Board of Certification (BOC) Standards of Professional Practice, and/or CAATE accreditation standards. ACU MATP students, faculty, and staff have the duty to report this behavior to the NATA, BOC, and CAATE, which may place the program at risk for CAATE accreditation sanctions. Students who violate the above policies may be removed from the program.

### Transportation during Clinical Education Experiences

Students are responsible for providing their own transportation to their assigned clinical experience. In the case that their clinical experience has an event at a different location, the student should be expected to travel to that location as long as it is within a reasonable distance. Students should not be expected to travel excessive distances for typical clinical education experiences, such as away games.

Abilene Christian University's radius for clinical sites (excluding immersive sites) is approximately 60 miles from Abilene Christian University campus. Most clinical sites are within a 10- mile radius of Abilene Christian University's campus. While most sites are within a 20-minute drive of campus, students should anticipate being assigned to one clinical site that is further away (e.g. 40-60 miles). Estimated commute distances are based on traveling from the city of Abilene, not from the student's residence.

Students should not be the driver of an ill or injured patient unless the necessary training and paperwork for a specific clinical site have been completed (e.g. cart driver training). Students should not be placed in positions to drive patients to physician appointments, away games, or practices. Students are advised not to transport patients in their personal vehicles.

Transportation or travel time should not be counted in clinical hours. If traveling with a preceptor to an event that includes preparation time at the home facility, travel, then patient care at the off- site location, the student will pause their hours clock for the time spent during travel.

### Dress Code

***During clinical experience assignments, athletic training students are required to adhere to the MAT dress code and to wear their name badge at all times.*** Students, faculty, and

Preceptors provide high quality health care services to athletes and patients; therefore, it is unacceptable to compromise integrity or trust by wearing unprofessional attire. The MATP's dress code is delineated below– ***these specific requirements are the minimum dress standards.*** Students must adhere to the MATP dress code regardless of whether or not their Preceptor wears/permits what the program considers unacceptable (e.g., t-shirts, denim). Students must also consult with their Preceptors to determine if their site requires standards that exceed the MATP's (e.g., business attire vs. polo shirt and chinos).

The following are ACCEPTABLE DRESS CODE STANDARDS

- Abilene Christian University Athletic Training issued clothing or clinical site issued shirt.
- Khaki or other single-color chino style pants or shorts of appropriate length
- Closed-toe, closed-heel athletic shoes; socks must also be worn
- Professional dress attire when applicable (e.g. medical or rehabilitation clinic settings, indoor athletic events)

The following are UNACCEPTABLE AT ALL TIMES WHILE PRESENT AT CLINICAL EXPERIENCE SITES

- Tank tops of any kind
- Jeans or denim of any kind
- Sandals, open-toed or open-heeled shoes
- Cotton, fleece, jersey, spandex, yoga, athletic, or “warm-up” pants of any type
- Clothing with reference to drugs, alcohol, gangs, or violence
- Clothes that obviously haven't been washed or cared for appropriately
- No tattered or worn clothing (holes, rips, tears, flange)
- Exposed cleavage, midriff, or buttocks
- Long or excessive jewelry that may interfere with patient care
- No facial piercings shall be permitted during time at clinical experiences

***Remember...***

- If a student is unsure about the acceptability of their dress, he/she should consult his/her Preceptor **before** wearing the item to the clinical site
- Failure to follow the above standards will result in the student being sent home to change. A student may be sent home by a preceptor or program faculty.
- Excessive body art is an inappropriate distraction. Certain visible body piercings (e.g., nose, eyebrow, tongue, lip) and tattoos can divert attention from the student's professional purpose. Body jewelry should be removed. Students with body art should consult with their individual preceptor on acceptability of visual body art at each of their clinical sites. It is appropriate for a preceptor/clinical site to require a student to cover the body art using long-sleeves, long-pants, tape, or other appropriate mechanisms.
- Students should consult their assigned Preceptor if they have any questions. It is not the MATP's intention to limit student's individual expression, but rather to decrease the chances that a distraction could hinder their communication or relationship with an athlete, coach, staff member, or health care professional.



### Outside Employment Policy

While the MAT program cannot forbid employment during enrollment in graduate school, it should be noted that outside employment is strongly discouraged. Graduate education is a time-consuming experience and students are urged to balance their education with other graduate responsibilities. **Absences from didactic and clinical experiences due to work schedules are not permitted. If it is discovered that a student is missing didactic or clinical education time in order to work, he or she will receive a written reprimand and it will be placed in the student's file. Upon a second time, the student may be dismissed from the MAT program.** Clinical and didactic educational expectations must be met and cannot be changed to accommodate a work schedule. If a student chooses to obtain employment, the student must receive their didactic and clinical education schedule first and then may work around the clinical expectations.

### Social Media Policy

The MAT acknowledges both the usefulness and potential dangers of social media in today's society. To reap the benefits while avoiding the negative consequences social media can bring, the MAT has adapted the following policies for use of social media.

1. No offensive or inappropriate pictures should be posted. Examples of offensive or inappropriate pictures include, but are not limited to, alcohol, illegal drugs, and sexual innuendos.
2. No offensive or inappropriate comments should be posted. Examples of offensive or inappropriate comments include, but are not limited to, references to drunkenness, illegal drugs, acts punishable by law, and foul language.
3. No comments or pictures that violated the ACU Code of Conduct.
3. No information related to the health or playing status of any athlete or patient from ACU or clinical sites utilized by the MAT should be posted.

NOTE: In addition to the unfortunate reality of online predators, potential employers and internship supervisors also use these sites to screen candidates. Many potential employers and scholarship committees now search these sites to screen applicants. **Therefore, all students are strongly urged under this policy to set all social networking pages to "private" to limit open access.**

### Request for Absence Policy

The MAT program emphasizes the development of high standards related to professional conduct, in conjunction with a program of study in basic, applied and clinical sciences. This is to ensure that graduates are capable of working safely and effectively as athletic trainers and to prepare students for employment expectations on graduation.

In clinical experience courses, the professional behavior expected requires a MAT program considers the expectations of the clinical facilities as well as the responsibility and accountability of the student to the clinical facility, the team or clinical facility assigned and, ultimately, to the patients receiving service in the clinic.

It is imperative that each student complete a required minimum number of patient encounters in clinical setting, which includes the established parameters for diversity of clinical experiences. *All absences from clinical experience and didactic courses require serious consideration in relation to professional responsibility and consequences.* All absences from clinical experience and didactic courses are carefully monitored for the cumulative amount of time absent, the reasons for absence from clinical duties.

**These absence guidelines are designed to emphasize: a. obligations to patients and b. maximizing the experience gained in clinical facilities. Only illness and compassionate leave can be considered as reasons for absence without prior approval. For the MAT clinical experience absences, the Request for Absence form (Appendix B) must be completed and submitted at least 72 hours prior to the requested time off.**

## **II. Institution Policies**

### **Academic Integrity Policy (Academic Dishonesty Policy)**

Professionals are expected to practice with a commitment to high standards and integrity. The development of this commitment begins during academic training. Academic misconduct is considered to be an act contrary to professional ethics. Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God. Academic misconduct includes, but is not limited to, the following: 1) Failure to give credit to sources used in a work in an attempt to present the work as one's own, 2) Submission of papers or projects obtained from another source (e.g., research service or club paper file) as one's own, and 3) Falsifying information orally or in writing. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of your school, and the Dean of Student Life will be notified.

For more information and the complete policy visit: <https://acu.edu/office-of-the-provost/academic-integrity-process/>

### **Code of Conduct**

All MAT students are expected to abide by the ACU Code of Conduct. Within the context of ACU's mission and its determination to be Christ-centered, students are expected to develop and maintain a high standard of personal and behavioral values. At its core, this expectation is based on loving God with all your heart, soul, mind, and strength, and loving your neighbor as yourself. Standards of conduct include, but are not limited to, the following:

1. Respect for ACU's longstanding tradition of honesty, moral and ethical integrity, and open inquiry.
2. Respect for the right and necessity of ACU to develop and maintain a Christian atmosphere conducive to academic study and personal growth.
3. Respect for the personal worth, dignity, and rights of others.

4. Respect for the diverse backgrounds, personalities, convictions and spiritual traditions of students, staff and faculty who comprise the ACU community.
5. Respect for local, state and federal laws and ordinances.
6. Respect for the discipline, policy, procedures and authority established by ACU for the systematic management of university activities, the well-being of the members of the university community, and the integrity of the institution.
7. Regard for the nature of a moral community by embracing the need to lovingly confront and hold accountable members of the ACU community whose conduct falls outside the boundaries of Christian behavior, university policy, state and federal laws.

In addition to the above standards, the full Code of Conduct outlines violations and repercussions of violations. The full ACU Code of Conduct can be accessed at:

<https://www.acu.edu/community/offices/administrative/dean-of-students/policies/code-of-conduct.html>

### Student Complaint Policy and Procedures (Grievance Policy)

The University has established formal policies and processes to handle written student complaints and appeals. Generally, the policies encourage students to resolve concerns at the initial level of concern when possible, i.e. working with the faculty member or department chair to resolve an academic issue.

To file a complaint or appeal, please select from the list below:

- A. Student Athlete Financial Aid — Nonrenewal of a student athlete’s financial aid award may be found in the ACU Student Athlete Handbook.
- B. Title IX – Title IX information is included in the University’s Title IX website and in the Policy Statement on Sexual Harassment and Assault.
- C. Student Life -- Disciplinary decisions, harassment, discrimination, residence hall assignments, the residence hall living/learning experience and parking citations may be found in other sections of the Student Handbook.
- D. Alpha Services -- Student accommodations by Alpha Services may be found in the Alpha Scholars Program Student Handbook.
- E. Academic integrity -- Academic integrity appeals may be found in the Academic Integrity Policy.
- F. University employee violations of policy or law -- Reporting processes for financial improprieties, illegal practices or policy violations committed by university employees or agents may be found in the University’s Whistleblower Policy.
- G. Academic policy or syllabus — A student alleging that a faculty or staff member has treated the student unfairly in regard to his or her academic work in a course for which he or she was registered by either:
  - 1) Violating university academic policy OR
  - 2) Violating course policy as stated in the syllabus
 may complain of such alleged unfair treatment using the Student Complaint Policy.

All student complaints must first be addressed internally. If the internal resources have been exhausted and the complaint is not satisfactorily resolved, the student may file a complaint with the regulatory agency in the state that he or she is receiving instruction and/or the institution's accrediting agency. Contact information for these agencies follows:

Texas Higher Education Coordinating Board  
Office of General Counsel P.O. Box 12788  
Austin, Texas 78711-2788  
President, Southern Association of Colleges and Schools Commission on Colleges  
1866 Southern Lane  
Decatur, Georgia 30033-4097

Student complaints regarding alleged violations of university academic policy or course policy as stated in the syllabus should be submitted in writing and take the following appeal path if the complaint is unresolved. Each step of the appeal is described in detail below.

Faculty Member -> Department Chair -> Dean -> Provost

1. Write a statement detailing your complaint

The student shall submit his or her complaint in a written statement that details the circumstances of the complaint, providing his or her perspective by fully explaining the situation, clearly enumerating his or her points, including which academic policy or course policy was violated, and suggesting an ideal resolution. The student should use the questions on the Student Complaint Form as a guide for the statement.

2. Meet with the faculty or staff member

- a. The student shall provide a copy of the statement to the faculty or staff member (hereafter “faculty member”) and attempt to discuss and resolve the matter with the faculty member. If the student feels uncomfortable discussing the matter with the faculty member alone, the student should contact the department chair (or if the course is within the Core, the assistant provost for general education) and request a meeting of the student, faculty member and the chair (or assistant provost for general education).
- b. The faculty member must respond in writing to the complaint within 3 working days of the meeting to discuss the student’s written complaint. If the chair was involved in the meeting he or she should also respond in writing.
- c. If the complaint is not resolved to the satisfaction of the student, he or she shall have the right to appeal in writing within 3 working days.
- d. If the chair was involved with the initial conversation between the faculty member and the student regarding the complaint, the student shall have the right to appeal in writing directly to the Dean of the college or school (skipping step 3 below).
- e. If the complaint is regarding a concern in a course with the prefix CORE or BCOR, the student shall have the right to appeal in writing to the assistant provost for general education unless that person was involved with the initial conversation between the faculty member and the student regarding the complaint. In that case, the student shall have the right to appeal in writing to the Provost (skipping steps 3 and 4 below).

3. Submit an appeal in writing to the department chair within 3 working days of receiving the faculty member's written response

- f. If the complaint is not resolved to the satisfaction of the student, he or she shall have the right to appeal in writing the matter to the chair of the department (or to the dean of the college or school if the complaint is against the chair or if the school is not organized into departments).
- g. The chair (or dean) must be provided a copy of the written complaint and the faculty member's written response.
- h. The department chair (or dean) must respond in writing to the complaint within 3 working days of receiving the student's written complaint and the faculty member's response.
- i. If the complaint is not resolved to the satisfaction of the student, he or she shall have the right to appeal in writing within 3 working days of receiving the decision.
- j. If the unresolved complaint is against the chair or if the school is not organized into departments, the student shall have the right to appeal in writing to the Provost (skipping step 4 below).

4. Submit an appeal in writing to the dean within 3 working days of receiving the department chair's written response

- k. If the complaint is not resolved to the satisfaction of the student, he or she shall have the right to appeal in writing such matter to the dean of the college or school or his or her designee.
- l. In order to consider the appeal in writing, the dean must be given a copy of the written complaint, the faculty member's written response and the department chair's written response.
- m. The dean must respond in writing to the complaint. within 3 working days of the receiving the student's written complaint and faculty member's and department chair's responses.
- n. If the complaint is not resolved to the satisfaction of the student, he or she shall have the right to appeal in writing within 3 working days of receiving the decision.

5. Submit an appeal in writing to the Provost within 3 working days of receiving the dean's decision

- o. If the complaint is not satisfactorily resolved by the dean of the college or school, then the student shall have the right to appeal in writing such matter to the provost or his or her designee.
- p. In order to consider the appeal in writing, the Provost must be given a copy of the written complaint, and written responses from the faculty member, department chair and dean.
- q. After review of a copy of the written complaint, the provost may affirm or amend the dean's decision.

All student complaints must first be addressed internally. If the internal resources have been exhausted and the complaint is not satisfactorily resolved, the student may file a complaint with the regulatory agency in the state in which he or she is receiving instruction and/or the institution's accrediting agency. Contact information for these agencies is below:

Texas Higher Education Coordinating Board Office of General  
Counsel  
P.O. Box 12788  
Austin, Texas 78711-2788

President, Southern Association of Colleges and Schools Commission on Colleges  
1866 Southern Lane  
Decatur, Georgia 30033-4097

### Satisfactory Academic Progress Policy

The federal and state governments require each educational institution to define standards of progress for students seeking financial aid. All students who wish to qualify for financial aid while attending ACU must meet the following standards:

- Minimum grade point average
- Minimum semester credit hour completion rate
- Completion of a degree within a maximum number of credit hours

These standards are applied uniformly to all ACU financial aid applicants. If a student meets these standards, he/she is eligible to be considered for financial aid. If a student does not meet these standards, he/she is not eligible to receive financial aid. Procedures for re-establishing financial aid eligibility are described in this policy statement.

Financial aid is defined as all federally funded aid programs, all state-funded student assistance programs and institutional aid.

In this policy, "eligible for financial aid" means that a student meets the standards of the Satisfactory Academic Progress Policy for Financial Aid Eligibility but must also meet all other financial aid requirements in order to receive financial aid.

### Minimum Grade Point Average

Graduate students must maintain a minimum cumulative GPA of 3.0. If your cumulative GPA falls below the minimum standard, you will become ineligible for financial aid during the next aid year. Financial aid may be adjusted immediately for any student who is suspended or dismissed.

### Academic Probation and Suspension

Any student who does not maintain a 3.0 cumulative GPA will be placed on academic probation. If during the next enrollment, the student fails to attain a cumulative 3.0, they will be suspended. Students will be held accountable to this policy as a minimum but must also adhere to their departmental requirements. This policy can be found in the Graduate Handbook or here: <https://www.acu.edu/community/offices/academic/registrar/suspension/graduate-academic-suspension.html>

### **Minimum Semester Credit Hour Completion Rate Requirement**

Each semester (Fall, Spring and Summer) a student (undergraduate or graduate) must earn a minimum of 75 percent of the hours for which he or she has registered at the end of the schedule adjustment period, also known as Drop/Add (usually 5 days into a semester, check the Announcements on my.acu.edu for specific dates for specific semesters).

### **Completion of a Degree Within a Maximum Number of Credit Hours**

Graduate students may receive financial aid for a maximum of 150 percent of the hours required for the degree. Graduate students seeking a Master's degree must complete all degree requirements (including thesis) within five academic years from the date of first enrollment. Students pursuing a Doctoral degree must complete all requirements (including dissertation) within seven academic years from the date of first enrollment.

#### Anti-Harassment and Nondiscrimination Policy

**Anti-Harassment policy:** As a Christian community, Abilene Christian University has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Harassment is defined as unwelcome behavior or conduct based on sex, religion, race, age, color, national origin, veteran's status, disability, or any other characteristic protected by law when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, education, or participation in University programs or activities, (2) submission to, or rejection of, such conduct by an individual is used as the basis for a decision affecting an individual's employment, education, or participation in University programs or activities, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive environment for work, education, or participation in a University program or activity. See the full university policy by following this link:

<http://www.acu.edu/community/offices/hr-finance/hr/title-ix/anti-harassment-policy.html>

**Nondiscrimination policy:** Abilene Christian University affords equal employment opportunity (EEO) and does not engage in unlawful discrimination on the basis of gender, race, age, color, national origin, veteran's status, genetic information or disability in employment or the provision of services, in accordance with all applicable federal, state and local laws. Abilene Christian University is exempt from compliance with some provisions of certain civil rights laws, including some provisions of Title IX of the Education Amendments of 1972. The university is also exempt from the prohibition against religious discrimination of the Civil Rights Act of 1964, and it shall not be in violation of the equal opportunity clause required by Executive Order 11246 for ACU to establish a hiring preference for applicants who are members of the Churches of Christ. See the full university policy by following this link:

<http://www.acu.edu/community/offices/hr-finance/hr/employee-handbook/employment.html>

**Non-Discrimination Notice:** Abilene Christian University complies with all applicable federal and state non-discrimination laws and does not engage in prohibited discrimination on the basis of race, color, nationality or ethnic origin, gender, age, or disability, including qualified veterans of the Vietnam Era. ACU is affiliated with the fellowship of the Church of Christ. The university is governed by a Board of Trustees, all of whom are members of the Church of Christ, and is operated within the Christian-oriented aims, ideals, and religious tenets of the Church of Christ. As a religiously controlled institution of higher education, ACU is exempt from compliance with some provisions of certain civil rights laws, including some provisions of Title IX of the Education Amendments of 1972. Inquiries concerning this notice or the application of the laws referenced herein should be referred to the Legal Services office.

**MAT Non-Discrimination Policy:** The Master of Athletic Training program at Abilene Christian University does not discriminate in educational opportunities and placements. Our program does not discriminate on the basis of race, color, religion, sex, age, sexual orientation,

gender identity, national or ethnic origin, ancestry, disability, marital status, parental status, military/veteran status, or any other characteristic protected by applicable law. Discrimination made against anyone in said nature is strictly prohibited for anyone involved in this program. If you have questions about this policy or believe you have been discriminated against because of your race, color, religion, sex, age, sexual orientation, gender identity, national or ethnic origin, ancestry, disability, marital status, parental status, military/veteran status, or any other characteristic protected by applicable law, please contact the program director or the department chair.

## Withdrawal and Refund Policies

### **Withdrawal from Class**

After the drop/add period, students must officially withdraw from a course by initiating a withdrawal form. The student's advisor must sign the withdrawal form for individual courses. The student must return the signed form to Wildcat Central (located in the Campus Center). A withdrawal grade for the course will appear on the transcript. A fee of \$10 will be charged for processing a withdrawal from a course after the drop/add period. Tuition refunds will be made according to the Refund Tuition Schedule in the catalog. (Days indicated are days during the term, excluding Saturday and Sunday.) The last day for students to withdraw from a course is the Friday of the 12th week of a long term.

### **Withdrawal from University**

Any student choosing to withdraw from the University during a semester that has already begun will need to visit Wildcat Central to complete the withdrawal process. Failure to complete the withdrawal process may result in a hold on transcripts, failure to release loans, and other possible financial implications. A student's official withdrawal from ACU cannot be processed until all appropriate documents are submitted. After a student withdraws from the University, meals will be refunded on a pro rata basis. No refunds for meals or housing will be made for absences while enrolled in the University. Any refund for tuition or housing will be based on the refund schedule established in the university catalog. (Days indicated are days during the term, excluding Saturday and Sunday.)

### **Tuition Refund**

Students are required to pay tuition and fees for any registered course unless enrollment is officially cancelled during the 100% refund period. All refunds are less any amounts owed to the university and are subject to payment holding periods.

Withdrawal or cancellation occurs on the calendar day that withdrawal is requested either online or by phone with your advisor. By registering for classes, students agree to pay all applicable tuition and registration fees. The university provides a prorated refund for students withdrawing after the first day of class for residential courses.

1. Students are required to complete an official withdrawal form prior to dropping a class.
2. Notifying the instructor that you want to drop a course does not officially withdraw a student from the course.
3. Non-attendance in a course will not constitute a withdrawal.



4. Students who do not officially drop a course will be financially responsible for the entire cost of the course.
5. Students who are expelled or suspended from the university during the course of an academic term are responsible for all financial obligations.

Recipients of Federal Financial Aid who officially withdraw from the university will be subject to Federal Title IV refund guidelines. Dropping a course or withdrawing from the program may result in a portion or all of your aid being returned to the lender or grant source. This may cause your account to have a debit balance with the university, which must be repaid.

A refund will be issued to students that have financial aid that exceeds their tuition and fees. Financial aid refunds will not be processed until after the term has started.

### **Refund Schedule for Residential Courses**

<b>Withdrawal Day</b>	<b>Refund Percentage</b>
Through the 5th day	100%
Days 6-12	80%
Days 13-15	60%
After Day 15	0%

The number of days refers to weekdays. The 5<sup>th</sup> day represents the end of the add/drop period.

### **III. Institution and Program Information**

#### Academic Calendar

The ACU Academic calendar can be found here: <https://acu.edu/academics/calendar/>

#### Catalog

The ACU catalog can be accessed here: <https://acu.edu/office-of-the-registrar/catalog/>

#### Academic Curriculum and Course Sequence

- Course Name: MATP 611 Basic Athletic Training  
Students will be introduced to the field of Athletic Training and will learn basic Athletic Training skills and knowledge.
- Course Name: MATP 613 Care & Prevention Athletic Injury  
To provide the Athletic Training Student with the knowledge necessary to help sustain life, reduce pain, and minimize the consequences of sudden injury or illnesses.
- Course Name: MATP 614 - Care & Prevention Athletic Injury Lab  
Lab for MATP 613
- Course Name: MATP 691 Field Experience 1  
Clinical opportunities for students to practice skills and knowledge.
- Course Name: MATP 621 Research Methods  
A study of research processes in Athletic training from inception to statically analysis.
- Course Name: MATP 622 Therapeutic Interventions 1  
Study of therapeutic rehabilitation including the proper selection and use of therapeutic modalities and therapeutic rehabilitation techniques and exercises that are designed to aid in the return of athletes to participation.
- Course Name: MATP 623 Lower Extremity Assessment of Injury

A study of advanced techniques in management, assessment, and recognition of athletic injuries of the lower extremities.

- Course Name: MATP 624 Lower Extremity Assessment of Injury Lab  
Lab for MATP 623
- Course Name: MATP 631 Organization and Administration  
A course designed to provide the athletic training student with competencies needed to plan, coordinate and supervise administrative components of an athletic training organization including those pertaining to health care, financial, personnel and facilities management, and public relations.
- Course Name: MATP 632 Pharmacology  
Introduces principles of drug therapy across the lifespan and the use of drugs as they pertain to the health care of athletes and their effect on athletic competition.
- Course Name: MATP 633 Upper Extremity Assessment of Injury  
A study of advanced techniques in management, assessment, and recognition of athletic injuries of the upper extremities.
- Course Name: MATP 634 Upper Extremity Assessment of Injury Lab  
Lab for MATP 633
- Course Name: NUTR 635 Nutrition for Exercise and Sport  
A study of the effects of nutrition on the body and how it affects performance.
- Course Name: MATP 643 Head, Neck, and Spine Assessment of Injury  
A study of advanced techniques in management, assessment, and recognition of athletic injuries of the head, neck, and spine.
- Course Name: MATP 644 Head, Neck, and Spine Assessment of Injury Lab  
Lab for MATP 643
- Course Name: MATP 691 Field Experience 2  
Clinical opportunities for students to practice skills and knowledge.
- Course Name: MATP 651 Strength Training  
Theory and practice involving the development of muscular strength and endurance.
- Course Name: MATP 652 Medical Conditions Seminar  
Course is taught by physicians and other medical specialists. Discuss prevalent diseases and injuries in the population.
- Course Name: MATP 653 Therapeutic Intervention 2  
Study of the proper selection and progression of therapeutic exercise and rehabilitation exercises designed to aid in the return of athletes to participation. Exercise prescription based on injury evaluation and rehabilitation phases will be examined and practiced.
- Course Name: MATP 654 Therapeutic Interventions 2 Lab  
Lab for MATP 653
- Course Name: MATP 6611- Seminar in Athletic Training  
A capstone course designed for research discussion of critical questions and contemporary issues and problems in athletic training/sports medicine.
- Course Name: MATP 662- Psychology of Sports Injury  
Examines the knowledge, skills, that the athletic trainer must possess to recognize and intervene, and when appropriate, refer to a recognized professional; the socio-cultural, mental, emotional, and physical behaviors of athletes and others involved in physical activity.

<b>Summer 8 hrs</b>	MATP 611 Basic Athletic Training 3 hrs	MATP 613 Care and Prevention of Athletic Injuries 3 hrs	MATP 614 Care and Prevention of Athletic Injuries Lab 1 hr	MATP 690 Field Experience 1 hr		
<b>Fall 11 hrs</b>	MATP 621 Research Methods 3 hrs	MATP 622 Therapeutic Intervention 1 3 hrs	MATP 623 Lower Extremity Assessment of Injury 3 hrs	MATP 624 Lower Extremity Assessment of Injury Lab 1 hr	MATP 690 Field Experience 1 hr	
<b>Spring 11 hrs</b>	MATP 631 Organizatio n and Administra tion 3 hrs	MATP 632 Pharmacolo gy 3 hrs	MATP 633 Upper Extremity Assessment of Injury 3 hrs	MATP 634 Upper Extremity Assessment of Injury Lab 1 hr	MATP 690 Field Experience 1 hr	
<b>Summer 8 hrs</b>	NUTR 635 Nutrition for Exercise and Sport 3 hrs	MATP 643 Head, Neck, and Spine Assessment of Injury 3 hrs	MATP 644 Head, Neck, and Spine Assessment of Injury Lab 1 hr	MATP 691 Field Experience 1 hr		
<b>Fall 10 hrs</b>	MATP 651 Strength Training 3 hrs	MATP 652 Medical Conditions Seminar 2 hrs	MATP 653 Therapeutic Intervention 2 3 hrs	MATP 654 Therapeutic Intervention 2 Lab 1 hr	MATP 691 Field Experience 1 hr	
<b>Spring 7 hrs</b>	MATP 661 Seminar in Athletic Training 3 hrs	MATP 662 Psychology of Injury in Athletics 3 hrs	MATP 691 Field Experience 1 hr			<b>Total Hours = 55</b>

### Admission Process

In order to gain admission to the Master of Athletic Training program, applicants must meet a number of requirements. A program admission selection committee consisting of, at a minimum, two academic faculty will review all applicants and determine final admission status. An applicant may reapply in subsequent years if denied initial admission.

- 1.) **Bachelor's Degree-** Completion or near completion of a bachelor's degree at an

accredited college or university. Applicants must submit official transcripts for review. Admissions are made on the assumption that applicants (except [ACU KATP 3+2](#) applicants) will have the bachelor's degree by the time of matriculation, and if not, the MAT program admission is void.

- 2.) **Prerequisite Coursework-** All prerequisite courses must be completed prior to matriculation. Prerequisite courses include:

Human Anatomy (or A&P I)	3-4 hours
Human Physiology (or A&P II)	3-4 hours
Physics	3-4 hours
Chemistry	3-4 hours
Exercise Physiology	3 hours
Kinesiology/Biomechanics	3 hours
Statistics	3 hours
Nutrition	3 hours

- 3.) **GPA** – An overall GPA of 3.0 is suggested to apply. Prerequisite and general science course grades will be reviewed.
- 4.) **Letters of Recommendation-** Each applicant must obtain three letters of recommendation. Letters of recommendation should be completed by individuals who: (a) have supervised observation hours during any health care-related volunteer or paid work; (b) are previous or present instructors and/or advisors; (c) are previous or present employers; and (d) are health care professionals. Letters of recommendation should include elements demonstrating the applicant's: (a) willingness to learn; (b) integrity; (c) perseverance; and (d) ability to interact with patients/clients. Letters of recommendation are submitted online through the ATCAS Application (see below).
- 5.) **Personal Statement-** A written statement (600-800 words) describing how professional goals, interests, and faith all led you to apply to the Master of Athletic Training Program at ACU.

If all the above requirements are met, the applicant may apply to the Master of Athletic Training Program. Applicants for the MAT program must complete both an ATCAS Application and an ACU Graduate School Application. Application must occur by completing the following steps:

- 1.) **ATCAS Application-** The ATCAS Application can be accessed through the following link: <https://atcas.liasoncas.com/applicant-ux/#/login>

NOTE: there is an \$85 application fee associated with the ATCAS application paid by the student. This is a one-time fee charged by ATCAS. The ATCAS application can be used to apply for other MAT programs as well.

- 2.) **ACU Graduate School Application-** In addition to completing the ATCAS application, ACU requires an application to the ACU Graduate school. Fortunately, all

your information from ATCAS is automatically uploaded to the ACU Graduate school after you submit your ATCAS application. The ACU Graduate school fee is still required. **Please click this [link](#) to pay the ACU Graduate Application fee** (which is separate from the ATCAS fee).

Costs Associated with Program (Can vary per year)

Recruitment and Admission Information

Recruitment for the MAT program occurs through guidance from the Office of Graduate Programs Recruiting Coordinator. Recruiting can include, but not limited to, graduate fairs, online recruiting (including social media), mail outs to undergraduate kinesiology departments, and campus visits.

Admission is based on the total score of the applicant in the below rubric. Admission criteria is dynamic based on the recruiting class.

<b>Item</b>	<b>Description</b>	<b>Applicant Score</b>	<b>Total Possible</b>
GPA	4.0+ 10pts 3.8-3.9 9pts 3.6-3.7 8pts 3.4-3.5 7pts 3.2-3.3 6 pts 3.0-3.1 5pts (Preferred Cutoff) 2.8-2.9 4pts 2.6-2.7 3pts		10
Letters of Recommendations	Letters should be strong and highly recommend application. Speak to applicants work ethic as well as academic ability. Based out of 10 points		10
References	References should be positive and speak about the student's ability to complete clinical experiences as well as academic coursework. Based out of 10 points.		10
Personal Statement	Statement address student's want to pursue a MAT. Statement speaks to faith component of applicant. Is grammatically correct and flows well. Structurally sound and shows complete thoughts. Shows maturity.		10
CV/Resume	CV shows completed (or near completion) of undergraduate work. Has strong objective statement. Shows strong extracurricular and/or service activities. Conveys involvement in community.		10

Interview	Candidate conveys passion and understanding for athletic training. Candidate can speak to any misgivings in transcript or gap in employment/schooling. Candidate speaks well and can articulate thoughts. Maturity of candidate. Can give example of past experience that shows ability to handle stressful situations.		20
<b>Total</b>			<b>70</b>

Transfer Credit

Students interested in transferring to the MAT program must contact the program director prior to transferring. Transfer students must come from a CAATE accredited graduate entry-level program. Due to the rigorous and fast-paced nature of a master’s program, transferring institutions is not recommended.

Prerequisite Policy

Upon application to the MAT program, the Program Director and/or admission committee reviews the applicant's prerequisite coursework to ensure that course titles fulfill the stated requirements. If questions about the content of the course meeting the requirement arise, the applicant may be asked to supply the course description and/or syllabus from the course in question. Once the course description and/or syllabus are reviewed, the Program Director and/or admission committee will determine if the course content satisfies the required prerequisite in order to ensure the applicant will be successful in the program's curricular plan.

The program ensures that all students complete prerequisite coursework prior to matriculation into the professional program by reviewing transcripts from undergraduate courses. If a student applies and is accepted to the professional program but has not completed all prerequisites, then his or her account has a hold placed upon it until final transcripts are received and reviewed. This hold prohibits students from enrolling in professional program courses.

Criminal Background Check & Drug Testing Policy

The Master of Athletic Training program students will be engaging in clinical education working with various populations of patients/clients. Consistent with protocols of healthcare facilities, Master of Athletic Training program students will undergo both a drug test and a criminal background check administered by CastleBranch.com prior to the beginning of clinical education. The cost of both the drug test and criminal background check will be the responsibility of the student. For more information regarding CastleBranch.com, please visit the following link: [www.castlebranch.com](http://www.castlebranch.com).

After the initial drug test and criminal background check has been completed, a student may be required to obtain another drug test or criminal background check if the Master of Athletic Training program has reasonable cause to pursue such a cause.

The procedures for students who fail the initial drug test:

- 1) Removed from clinical education and required to submit a second drug-test at the student's expense within 24 hours of the Master of Athletic Trainer Program Director being notified of the results
- 2) If the results of the second test are normal, the student will be immediately reinstated
- 3) If the results of the second test are abnormal, the student will be suspended from clinical education and required to attend mandatory drug and/or alcohol counseling
- 4) The student may be readmitted to the Master of Athletic Training program only after proof that he/she has attended mandatory counseling on a consistent basis and has submitted the results of a "normal" third drug test taken at the student's expense
- 5) If a student fails the third drug test, he or she will be immediately dismissed from the Master of Athletic Training program.

Students who concerned about valid medications producing a positive drug test are recommended to bring those medications to the testing site.

### Matriculation Requirements

1. Apply to ACU's MAT through ATCAS.
2. Complete ACU's Graduate School Application fee.
3. Complete interview process.
4. Accept Admission to program in Graduate School software.
5. Complete ACU Graduate School post-admission requirements (Financial aid packet, living arrangement verification, etc).
6. Submit MAT program post-admission requirements (Background check, drug test, physical, insurance verification, observation hours, etc).

### Degree Requirements

1. Satisfactorily complete all courses in the degree with an overall GPA of 3.0 or higher.
2. Successful completion of all clinical education assignments.
3. Completion of at least 2 clinical immersion experience.
4. Submission of a minimum of one (1) Clinical Education Case Study or (1) Research Project to a national journal or professional conference.
5. Partake in planned interprofessional education as dictated by the MAT program.

### Financial Aid

All students are encouraged to have a conversation about financial aid prior to enrollment. The Graduate School has its own Financial Aid advisor, but eventually all Financial Aid is handled by Student Financial Services. Information about financial aid is constantly being updated. For the most up to date financial aid information, please visit Student Financial Services website at:

<http://www.acu.edu/community/offices/hr-finance/sfs/overview.html>

### Grade Policies

The table below lists the grades used in the Office of Graduate Programs at ACU. The grade point values shown are per semester hour of credit.

Grades	Meanings	Points
A	Excellent	4.0
B	Good	3.0
C	Poor	2.0
D	Inferior	1.0

F	Failing	0.0
I	Incomplete	0.0
IP	In-progress	Not Counted
W	Withdrawal	Registered
WP	Withdrawal Passing	Not Counted
WF	Withdrawal Failing	0.0
CR	Credit	Not Counted
NC	No Credit	Not Counted

A student's grade point average (GPA) is based on courses taken at ACU. It is determined by dividing the total number of grade points (see the table below) by the total number of hours attempted (not including hours for which grade points are not counted). Current GPA is a student's GPA for a single term; cumulative GPA is the overall GPA for all the terms a student has been enrolled in ACU. Any student who does not maintain a cumulative 3.0 GPA will be placed on academic probation. If during the next enrollment, he or she fails to attain a cumulative 3.0, he or she will be suspended. Students will be held accountable to this policy as a minimum but must also adhere to their departmental requirements regarding probationary admission. This is ACU Institutional Policy, found in Graduate Handbook, <https://www.acu.edu/community/offices/academic/registrar/suspension/graduate-academic-suspension.html>

### Grade Appeals

The University has a procedure for dispute resolution. In general, the order of resolution is to begin at the initial level of the dispute. Usually, the student should attempt to resolve the dispute with the professor in question or with the advisor, if it is a program or class matter. The student may then go to the department chair who normally resolves all disputes within the department. The student, however, may appeal the department chair's decision to the college dean, then to the Assistant Provost for Graduate Programs, and finally to the Provost whose decision is final.

### Leave of Absence

After being formally admitted to the MAT program, students may request a leave of absence from the program for one year. Students should be aware that a leave of absence will extend their graduation date due to the fixed course sequence. A leave may be requested for medical or personal reasons. It is recommended that the student meets with the PD prior to requesting a leave of absence to explore if other accommodations can be made for the student. If students are leaving ACU, they should contact the Registrar's and Financial Aid offices to determine possible University- level consequences.

The student will not receive any program-level penalty; however, the student is responsible for updating any necessary certifications/ trainings at their own expense prior to returning to the MAT program. Students must provide a minimum of 90-day notice by email when planning to re-enter the program. A meeting should be scheduled with the CEC and/or PD to discuss any program policy/procedure changes made during the absence.

### Procedures Governing the Award of Scholarship

All students accepted into the MAT program are considered for scholarship dollars. First year scholarship dollars are awarded based on undergrad GPA, need, and time of application. First year scholarship awards are administered by the Program Director, Clinical Education Coordinator, and an ACU Financial Aid Officer. Second year scholarship dollars are awarded based on current GPA, need, academic performance, and clinical experience evaluations. Second year scholarship awards are



administered by the Program Director, Clinical Education Coordinator, past Preceptors of the student, and an ACU Financial Aid Officer

### Technical Standards

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

Compliance with the program's technical standards does not guarantee a student's eligibility for the Board of Certification (BOC) examination for athletic training or the State of Texas licensing examination for athletic training.

Candidates for selection to the MAT program must:

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

Candidates for selection to the MAT program will be required to verify they understand and meet these technical standards or that they believe that, with certain accommodations, they can meet the standards. Alpha Scholars at ACU will evaluate a student who states he/she could meet the program's technical standards with accommodation and confirm that the stated condition qualifies as a disability under applicable laws. If a student states he/she can meet the technical standards with accommodation, then the

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

I certify that I have read and understand the technical standards for selection listed above, and I believe to the best of my knowledge that I meet each of these standards with or without reasonable accommodation. I understand that if I am unable to meet these standards with or without reasonable accommodation I will not be admitted into the MAT program and/or be allowed to continue in the program.

\_\_\_\_\_  
Name of Applicant (please print)

\_\_\_\_\_  
Signature of Applicant

\_\_\_\_\_  
Date

**All student applicants** read and sign the statement below. Your signature only indicates your acknowledgment of this statement and does NOT indicate a need for accommodations.

It is the policy of ACU to comply with the Americans with Disabilities Act and other applicable laws. If you are a student with a disability seeking accommodations, it is your responsibility to contact the Alpha Scholars at 325-674-2667

\_\_\_\_\_  
Signature of Applicant

\_\_\_\_\_  
Date

### **History and Rationale for Technical Standards**

The landmark Americans with Disabilities Act of 1990, P.L. 101-336 (“ADA” or “the Act”), enacted on July 26, 1990, provides comprehensive civil rights protections to qualified individuals with disabilities. The ADA was modeled after Section 504 of the Rehabilitation Act of 1973, which marked the beginning of equal opportunity for persons with disabilities. As amended, Section 504 “prohibits all programs or activities receiving federal financial assistance from discrimination against individuals with disabilities who are ‘otherwise qualified’ to participate in those programs.” With respect to post-secondary educational services, an “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 requests 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 accommodation,” 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 applying Section 504 regulations, which require individuals to meet the “academic and technical standards for admission,” the Supreme Court has stated that physical qualifications 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 facilities to accommodate the applicant or student with a disability. However, an institution need not provide accommodations or modify its program of study or facilities 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.

### III. Health & Safety Policies

#### Name Tags

In order for patients/clients to differentiate students from credentialed providers, students must wear names tags at all time while at a clinical experience. The name tag will identify the student as a Master of Athletic Training Student.

#### Emergency Cardiac Care

All MAT students are required to have emergency cardiac care training prior to engaging in clinical experiences. Acceptable ECC providers are those adhering to the most current International Guidelines for Cardiopulmonary Resuscitation and Emergency Cardiac Care. The two most common courses that meet these requirements are: CPR/AED for the Professional Rescuer through the American Red Cross and BLS Healthcare Provider through the American Heart Association.

Please note that other courses offered by the American Red Cross and the American Heart Association might not meet all of the above requirements. The original certificate (front and back, including instructor's signature) must be presented with your application. A copy will be made and maintained by the MATP.

#### Clinical Equipment

To ensure the safety of the patients/clients, as well as that of the providers and students, all therapeutic equipment will be maintained according to the manufactures guidelines. If necessary, this includes annual calibration. Record of annual maintenance/calibration can be produced upon request.

#### Immunization Requirements

##### Abilene Christian University Immunization Policy

Required Immunization: Meningococcal Meningitis

In accordance with the [Texas Minimum State Vaccine Requirements for College Entry](#), all new, transfer, readmitted, graduate and special students and students enrolling following a break of at least one long semester are required to provide documentation of meningococcal meningitis immunization to the Admissions and Graduate Admissions Offices.

The meningococcal meningitis vaccine or booster must have been administered during the five-year period preceding and at least ten (10) days prior to the first day of the first semester in which the student initially enrolls at an institution.

The immunization date on the record must be: between May 14, 2014 and May 4, 2019 if entering the Summer 2019 semester  
**MENINGITIS B IS NOT THE STATE MANDATED VACCINE**

Examples of the Texas state mandated meningococcal meningitis vaccines are MCV4 or MPSV4, sometimes known as Menactra, Menveo or Menomune. Exemption: **Students who are enrolled only in online classes or are at least 22 years old are not required to receive the meningococcal meningitis vaccine.**

##### ACU MATP Immunization Policy

Because students within the MAT program are considered healthcare providers, additional immunizations are required to the program. These immunizations are to ensure the health and safety of our students as well as their patients/clients. In order to enroll in the MAT program, each student must provide proof of the following immunizations:

- Measles, Mumps & Rubella (MMR)

- Varicella (Chicken Pox)
- Hepatitis B
- Tuberculosis (TB)
- Tdap (Tetanus, Diphtheria, Pertussis)

Radiation Exposure

The athletic training facilities at ACU do not house equipment that would exposed the student to radiation. However, if a student completes a clinical experience that allows the student to see a procedure that requires exposure to radiation (such as x-ray or surgery under fluoroscope), then the student is expected to follow all policies and procedures implemented by that location.

Abilene Christian University’s Human Performance Lab (HPL) owns and operates a dual-energy x-ray absorptiometry (DXA) scanner. The DXA is used for research and teaching purposes. All lab and research personnel are expected to comply with policies listed below to minimize radiation exposure.

It is the responsibility of any person involved in radiation procedures to maintain his or her own exposure below the regulatory limits. The philosophy "As Low As Reasonably Achievable" (ALARA) is to be used as guidance in reducing occupational exposures. The following principles, which apply when radiation-producing devices are being operated, will help personnel reduce their exposure:

- **Time:** Since accumulated dose is directly proportional to exposure time, the less time or duration for the radiation exposure, the less radiation exposure one receives
- **Distance:** The rate of radiation exposure is inversely proportional to the square of the distance from the source. Thus, maintaining more distance from a source of radiation offers increasingly helpful levels of radiation protection. Employee exposure drops dramatically with increased distance. For the DXA, it is recommended to stay >6 feet away from the arm beam when the X-ray is on.

**DXA Radiation Exposure**

The primary risk associated with dual-energy x-ray absorptiometry (DXA) is with radiation exposure. The radiation dose for one DXA scan to measure body composition is 1.5 millirem, when lying on the table. This is similar to the amount of natural background radiation an individual would receive in one month while living in Abilene, TX or less than what a person would be exposed to during an airplane flight from New York City to Los Angeles (2 to 5 millirem). The maximal permissible x-ray dose for non-occupational exposure is 500 millirem per year.

**Exposure Limits of Personnel**

The maximum permissible radiation dose limits are found in the Texas Administrative Code (TAC) 25TAC §289.202(f) and may be summarized in: Table 1.1 Regulatory Dose Limits Maximum Annual Individual Dose (mrem/year).

**Table 1.1**

<b>Regulatory Dose Limits</b>	<b>Maximum Annual Individual Dose (mrem/year)</b>
Whole body; head and trunk; active blood forming organs; or gonads	5,000

Hands and forearms; feet and ankles; skin of whole body	50,000
Lens of the eye	15,000
Minors	500
Declared Pregnant Worker	500 mrem / 9 months
General Public	100

### **Radiation Exposure Assessment & Dosimeter Application**

All lab and research personnel are monitored with commercial dosimeters. Persons working in low exposure areas, such as the lab, are furnished with quarterly dosimeters. In accordance with 25TAC §289.202(f), dosimeters will be issued to any person likely to receive greater than 10% of the annual allowable limit. In this case, all Human performance lab personnel utilizing the DXA are NOT likely to exceed the 10% of the allowable limit. The dosimeter provides an extra precautionary measure to ensure lab personnel remains less than 10% of the annual dose limit. The HPL lab manager to ensure all lab workers are within safe ranges of exposure may review an individual's dosimeter history at anytime.

Quarterly reports will be done to ensure exposure amounts are minimal on the dosimeter worn by lab workers or research personnel and the DXA computer station dosimeter. Occupational dose histories are maintained by the HPL lab manager with copies of the dosimeter report issued to each department for viewing upon request.

### **Operating the DXA**

Any person(s) operating the DXA scan must be fully trained on how to calibrate run and analyze DXA scans. Trained HPL workers, faculty and/or research personnel on an IRB-approved project may operate the DXA. Once trained, the lab director will issue a DXA operator approval that is valid for 1-year. DXA scans must be approved by the lab director prior to being performed.

All DXA scans must be documented on the DXA scan log. The operator's name, date and time of the scan must be recorded.

### **How to Wear a Whole Body Dosimeter**

All student workers must wear the dosimeter for the entire duration of their shift. Additionally, all research assistants performing a DXA scan must wear the dosimeter, for the entirety of the DXA scan and/or during calibration of the DXA each day. The dosimeter is to be worn outside of the clothing, anywhere between the hips and neck.

### **Stationary/Computer Station Dosimeter**

An additional dosimeter stays on the back of the DXA computer at all times.

The student worker dosimeter and the computer station dosimeter are checked quarterly to ensure that regulatory dose limits are not exceeded.

### **Minimizing Exposure**

All student workers must step outside of a marked >6-foot radius (from the arm beam) of the DXA when it is running (during calibration and during a scan) to ensure they are not exposed to excessive radiation. Outside of this radius, no radioactive material from the DXA should be present.

### **Declared Pregnant Worker**

A radiation worker who is pregnant may voluntarily declare her pregnancy, but is not required to do so. The declaration automatically reduces the regulatory occupational limit to 500 millirem for the entire nine months. The form "Pregnancy Declaration" may be obtained from the HPL lab director. It must be completed and returned to Radiation Safety to initiate the necessary actions. Should a radiation worker choose not to declare, the regulatory occupational limit for the embryo/fetus remains at the whole body limits shown in Table 1.1.

### **Current Lab Director(s)**

Renee Lytle, MS  
Abilene Christian University  
Department of Kinesiology & Nutrition  
Teague 105  
[renee.lytle@acu.edu](mailto:renee.lytle@acu.edu)  
325-674-2758

### Sanitation Precautions

In the health care setting, it is critical that care is taken to reduce the spread of germs and infections/diseases/illnesses. The first line of defense against infections/diseases/illnesses is hand washing. All students, staff, and preceptors are expected to take appropriate sanitation precautions when in the clinical setting. All clinical settings will provide the students, staff, and preceptors the ability to clean their hands before and after patient encounters.

### Venue-Specific Critical Incident Response Procedures

Each venue that acts as a clinical education or experience site for MAT students is expected to have an Emergency Action Plan (EAP). The EAP is to be reviewed annually by the staff or administration at each site. EAPs will be posted in a place that is considered immediately accessible to students in an emergency situation.

### Venue-Specific Training Expectations

Within the first week of a student's start at a clinical experience site, it is expected that the preceptor will review the EAP with the student. Additionally, students are expected to participate annually in the EAP review on campus at ACU. This includes review of EAPs of venues that the student may not be assigned but could help other students or staff/preceptors in an emergency.

### Blood-Borne Pathogen Policy

Consistent with the Abilene Christian University Biological Safety manual that outlines the requirements and guidelines for the safe handling of biological materials, Athletic Training program will enforce the same policy and procedures set forth by ACU. This policy ensures that the safety of all members of the campus community is a primary concern. The University demonstrates this concern through compliance and enforcement of federal, state, local rules and regulations to which the University is subject. For athletic training, first year MAT students will receive training before being placed in a potential exposure situation. Thereafter, annual training for students and staff will be completed and documented. Documentation can be found with the MAT Program Director or Clinical Education Coordinator. The purpose of this manual is to further promote safety through the proper management of potentially hazardous biological materials. In addition to policies, responsibilities and requirements for working with biological materials, this manual contains helpful information for the day to day management of your laboratory. For additional information or clarification of the contents of this manual please contact ACU Risk Management.

## PURPOSE

To reduce exposure and the potential for disease to employees occupationally at risk for contact with blood and other potentially infectious materials.

## SCOPE

This policy applies to those who have duties or responsibilities to perform tasks and procedures where occupational exposure occurs such as nurses, athletic trainers, intramural director, food preparers, and Human Performance Lab assistants. It also applies to positions who may periodically have the potential for occupational exposure such as campus police.

## POLICY

This exposure control plan is accessible to all employees and will be reviewed at least annually and updated as often as changes in positions, tasks or procedures require. This plan is located in the Medical Clinic for ease of accessibility for all employees.

Methods of compliance are various strategies, practices, and/or protocols developed by the university based on present literature to minimize or remove the potential for exposure to employees.

## DEFINITIONS

1. Blood-borne Pathogen. A bacteria or virus that can cause disease and can be transmitted from one person to another through the blood or other body fluid. These pathogens include, but are not limited to, Hepatitis B Virus (HBV) and Human Immunodeficiency Virus (HIV). Malaria, syphilis and brucellosis are other diseases resulting from exposure to blood-borne pathogens.
2. Contaminated Sharps. Any contaminated object that can penetrate the skin including, but not limited to, needles, scalpels, broken glass, broken capillary tubes and lancets.
3. Hepatitis B (HBV). A viral infection of the liver which is transmitted through the blood of the infected person (either chronic carriers or those in an acute stage). Infection is usually most severe in adults and less severe in children. The results of Hepatitis B infection may include: liver failure, cirrhosis, chronic hepatitis and liver cancer.
4. Exposure Incident. A specific eye, mouth, other mucous membranes, non-intact skin or parenteral contact with blood or other potentially infectious materials that results from the performance of an employee's duties.

## PROCEDURE

Since it is possible to become infected through a single exposure, opportunities for exposure must be prevented to the greatest degree possible. Employees who can reasonably expected exposure to blood-borne pathogens must adopt Universal Precautions as an infection-control method. This implies that all human blood and other potentially infectious materials (such as body fluids and human tissues) will be treated as though they were known to be infectious.

Personal protective equipment (PPE) will be provided by the department. The selection of protective equipment depends on the nature of the exposure, but generally includes latex gloves, and may include lab coats, gowns and goggles.

For more information see: [http://www.acu.edu/campusoffices/hr/handbook/700\\_safety\\_health#730](http://www.acu.edu/campusoffices/hr/handbook/700_safety_health#730)

## Acknowledgment:

By signing below, I the Athletic Training employee or MAT student agree that I understand and will comply with the standards and expectations outlined in blood borne pathogen and infectious disease policy.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Printed name: \_\_\_\_\_



## Communicable and Infectious Disease Transmission and Indemnification Policy

Communicable diseases result from micro-organisms that can be transmitted from person-to-person, via animals, food and drink, surfaces, and/or air. Vehicles used to transmit disease can include body fluids, contact with infected surfaces, and/or inhaling air from an infected individual. Common communicable diseases include, but are not limited to:

- Coronavirus
- Ebola
- Enterovirus D68
- Flu
- Hantavirus
- HIV/AIDS
- Measles
- MRSA
- Pertussis
- Rhinopharyngitis
- Sexually Transmitted Disease
- Shigellosis
- Tuberculosis
- West Nile Virus

While you are a MAT student at the ACU, there is a possibility that while participating in clinical education you may become ill with a communicable disease (i.e influenza, coronavirus, etc). This communicable disease policy has been developed to identify those instances and to outline appropriate action when they occur. This policy will help ensure the safety of the patient/athlete, personnel of the clinical site and MAT program, and/or MAT student.

During those instances that a MAT student feels that he or she has contracted a communicable disease, the following steps should be initiated to provide assistance with the proper course of action:

1. The MAT student should immediately notify his or her course instructor, preceptor, Clinical Education Coordinator, and MAT Program Director prior to being absent from class or clinical education
2. The MAT student should contact the ACU's Health Center or their personal medical professional (e.g. nurse practitioner, physician) for evaluation if uncertain of the severity of the condition
3. If the MAT student is diagnosed with a communicable disease (e.g. influenza), patient care / clinical education should NOT be conducted until either all signs and symptoms resolve or the treating medical professional provides full clearance
  - If the MAT student is running a fever (temperature  $\geq 100.4^{\circ}\text{F}$ ), he or she is NOT permitted to attend class or clinical education until the fever has been resolved for a 24 hour period
4. If the MAT student seeks care from a medical professional for a communicable disease, that student must provide written documentation (i.e. clearance) from that medical professional to the MAT Program Director and Clinical Coordinator
5. It is the MAT student's responsibility to effectively communicate with their course instructor, assigned preceptor, Clinical Coordinator, and Program Director regarding an expected return date as well as obtaining necessary information regarding missed coursework. Missed course work and/or exam make-up will be permitted with appropriate communication with the MAT student's course instructor and/or proper documentation from their medical professional regarding the fever or illness.

Tips for preventing the spread of communicable diseases

- Allow adequate time for recovery from illness
- Frequent handwashing, especially after restroom use, patient care, and sneezing/coughing
- Avoid excessive touching of one's mouth and nose

In consideration of being permitted to participate in the practicum/clinical placement at clinical education sites, I do hereby release, waive and discharge Abilene Christian University and its respective representatives, trustees,

officers, employees, agents, contractors and advisors (“Released Parties”) from any and all actions, damages, claims or demands which I, my heirs, personal representatives, executors, administrators, or assigns may have against any and all of the aforementioned for any and all personal injuries, accidents, or illnesses (including death), known or unknown, which I have or may incur by participation in the above stated clinical practicum and for all damages and loss to my property. The foregoing acknowledgement of risk and waiver of liability is intended to be as broad and inclusive as is permitted by the law of the State of Texas and that if any portion is held invalid, it is agreed that the balances shall, notwithstanding, continue in full legal force and effect.

Acknowledgment:

By signing below, I the MAT student agree that I understand and will comply with the standards and expectations outlined in this communicable disease policy. I, the undersigned, am at least 18 years of age. I have read this Acknowledgement of Risk and Waiver of Liability and fully understand its terms. I acknowledge that I am signing this waiver freely and voluntarily with full knowledge of its significance.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Printed name: \_\_\_\_\_

## Patient/client Privacy Protection Policy (HIPPA and FERPA)

### **Health Insurance Portability and Accountability Act (HIPAA) - 1996**

HIPAA is the acronym for the Health Insurance Portability and Accountability Act that was passed by Congress in 1996. HIPAA does the following:

- Provides the ability to transfer and continue health insurance coverage for millions of American workers and their families when they change or lose their jobs;
- Reduces health care fraud and abuse;
- Mandates industry-wide standards for health care information on electronic billing and other processes; and
- Requires the protection and confidential handling of protected health information

### **Family Educational Rights and Privacy Act (FERPA)**

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Consistent with the Board of Certification for Athletic Training, Code of Professional Responsibility for the Athletic Trainer (BOC 1.4) which states that an individual must “maintain the confidentiality of patient information in accordance with applicable law”, the National Athletic Trainers’ Association Code of Ethics (NATA 1.3) which states that “members shall preserve the confidentiality of privileged information, and shall not release such information to a third party not involved in the patient’s care without a release unless required by law”, and the Texas Advisory Board of Athletic Trainers (871.13-n) which states that “a licensee shall not violate any provision of any Federal or State statute relating to confidential medical communications and/or records”, and, patient information must be maintained in accordance with applicable law.

### **AGREEMENT**

The student will use confidential information only as needed to perform the duties as a student in the Master of Athletic Training program. This means, among other things, that:

- The MAT student will only access confidential information for which the student has a need to know.
- The MAT student will respect the confidentiality of any verbal communication or reports printed from any information system containing patient's/client's information and handle, store and dispose of these reports appropriately at the University and associated clinical agency.
- The MAT student will not in any way divulge, copy, release, loan, alter, or destroy any confidential information except as properly authorized within the scope of all professional activities.
- The MAT student will carefully protect all confidential information. The student will take every precaution so that the patient/client, their families, or other persons do not overhear conversations concerning patient/client care or have the opportunity to view client/patient records.
- The MAT student will comply with all policies and procedures and other rules of the University and associated agencies relating to confidentiality of information and access codes.
- The MAT student will understand that the information accessed through all clinical information systems agencies contains sensitive and confidential patient/client care, business, financial and hospital employee information that should only be disclosed to those authorized to receive it.
- The MAT student will not knowingly include or cause to be included in any record or report of false, inaccurate or misleading entry.

### **CONFIDENTIALITY POLICY AND AGREEMENT**

The student will understand that violation of this Confidentiality Agreement may result in disciplinary and legal action with fines. By signing this, the student acknowledges that he or she has read, understood and will comply with the Agreement.

**Print Name:** \_\_\_\_\_

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

**Signature:** \_\_\_\_\_

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

Appendix A – KATP 3+2 Degree Plan

FR Fall 17 hrs	†BIBL 101 Jesus: His Life and Teachings 3 hrs	†ENGL 111 Composition and Rhetoric 3 hrs	PSYC 120 Intro to Psychology 3 hrs	†CORE 110 Cornerstone 3 hrs	@ BIOL 291/293 Anatomy & Physiology I 4 hrs	KINE 100 Majors Only 1 hr	Required if condition of Admission: UNIV 011 Learning Strategies
FR Spring 16 hrs	BIBL 102 Early Christians: Life, Lit & Community 3 hrs	@ ENGL 112 Composition and Literature 3 hrs	MATH 123 Elementary Statistics 3 hrs	BIOL 101 Biology 3 hrs	@ BIOL 292/294 Anatomy & Physiology II 4 hrs		
FR Summer 3 hrs	@ CHEM 113 3 hrs						
SO Fall 15 hrs	@ BIBL 211 Message of OT 3 hrs	@ Literature ENGL (200-299) or Foreign Language Literature 3 hrs	@ History 3 hrs	Cultural Literacy 3 hrs	KINE 232 Struct Kinesiology 3 hrs		May be required based on ACT or SAT scores:  MATH: MATW 019 MATW 120 MATW 130  ENGLISH: ENGL 003/004 ENGL 106/006 ENGL 107/007  Total Hours = 100
SO Spring 16 hrs	@ Adv. Bible Selection 3 hrs	@ COMM 120 Public Speaking 3 hrs	Free Elective 3 hrs	@ KINE 372/373 Exercise Physiology 4 hrs	NUTR 224 Nutr Ex. & Sport 3 hrs		
Summer 3 hrs	@ Adv. Bible Selection 3 hrs						
JR Fall 13 hrs	Arts and Humanities Selection 3 hrs.	KINE 311 Motor Behavior 3 hrs	KINE 473 Clin Ex Phys I 3 hrs	EDUC 221 or PSYC 232, 342, or 356 3 hrs	PHYS 102 Physical Science 3 hrs	KINE 330 Field Exp. 1 hr	
JR Spring 14 hrs	KINE 302 Medical Terminology 2 hrs	@ *KINE 420 Ex Sc Internship 3 hrs	KINE 485 Clin Ex Phys II 3 hrs	KINE 498 Biomechanics 3 hrs	**KINE 399 Res. Methods 3 hrs		
Summer 8 hrs	MATP 611 Basic Athletic Train 3 hrs	MATP 613 Care & Prev Athl Inj 3 hrs	MATP 614 Care & Prev Athl Inj Lab - 1 hr	MATP 690 Field Experience 1 hr			
SR Fall 11 hrs	MATP 621 Research Methods 3 hrs	MATP 622 Therapeutic Interventions I 3 hrs	MATP 623 Low Extr Assess Inj 3 hrs	MATP 624 Low Extr Assess Inj Lab -1 hr	MATP 690 Field Experience 1 hr		
SR Spring 11 hrs	MATP 631 Organ & Admin 3 hrs	MATP 632 Pharmacology 3 hrs	MATP 633 Up Extr Assess Inj 3 hrs	MATP 634 Up Extr Assess Inj Lab 1 hr	MATP 690 Field Experience 1 hr		
Summer Graduate 8 hrs	NUTR 635 Nutr for Exercise & Sport 3 hrs	MATP 643 Head, Nck, & Spine Inj 3 hrs	MATP 644 Head, Neck, & Spine Lab - 1 hr	MATP 691 Field Experience 1 hr			
Fall Graduate 10 hrs	MATP 651 Strength Training 3 hrs	MATP 652 Med Cond Seminar 2 hrs	MATP 653 Therap Interventions II 3 hrs	MATP 654 Therap Interventions II Lab 1 hr	MATP 691 Field Experience 1 hr		
Spring Graduate 7 hrs	MATP 661 Seminar in Athl Train 3 hrs	MATP 662 Psych Inj Athletics 3 hrs	MATP 691 Field Experience 1 hr				Total Hours = 155

Appendix B- Request for Absence

**Request for Absence**

Request for absence of a clinical experience must be completed and approved in order to miss a day of clinical experience. Absences will not be approved for outside employment or “I just need a day off”. Requests must be submitted at least 72 hours in advance of the requested day off. Requests must be signed by the student and preceptor and approved by a MAT Faculty member. Every request will be handled on a case-by-case basis. In the event of a last-minute need for absence (i.e.: family emergency, car accident, illness, etc.), please contact your preceptor and faculty member.

Today’s Date: \_\_\_\_\_

Day and date of requested absence: \_\_\_\_\_

Reason for request: \_\_\_\_\_

Please fill out the following tables with your preceptor. Please track your courses and anticipated clinical hours for the 3 days prior to your requested day off and the 3 days following your requested day off.

Day/Date	EX: Mon 5/1				Day Requested			
Courses: Will you be missing classes? If so, please list.	Yes: MAT P 631 & 632							
Clinical Hours	2pm- 6pm				XXXXX			

Student Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Preceptor Name: \_\_\_\_\_

Preceptor Signature: \_\_\_\_\_

Faculty Approval (circle one): Approved    Denied

Faculty Signature: \_\_\_\_\_

Date Received: \_\_\_\_\_    Date of Faculty decision: \_\_\_\_\_