



Athletic Training

APPALACHIAN STATE UNIVERSITY®

BEAVER COLLEGE OF HEALTH SCIENCES

Master of Science in Athletic Training (MS-AT) Student Handbook

Athletic Training Program
Department of Health and Exercise Science
Beaver College of Health Sciences
ASU Box 32071
418 Leon Levine Hall
Boone, NC 28608
Telephone (828) 262-7711
athletictraining.appstate.edu

The Appalachian State University (“University”) *MS-AT Student Handbook* is intended for information purposes only and does not constitute a contract between the University and the student. While this handbook presents policies and programs as accurately as possible at the time of publication, the department reserves the right to revise any section or part without notice or obligation. Changes in degree requirements do not affect students already enrolled in a degree program, although adaptations may be needed. Degree requirements can be found in the Graduate Bulletin and Program of Study for the student's year of admission to the University. Changes in departmental and academic policies become effective for all students on the date approved for implementation; therefore, all MS-AT students are subject to those policies as posted herein. Last revised on January 13, 2022.

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General information

The Athletic Training Profession

What is athletic training?

Athletic training encompasses the prevention, examination, diagnosis, treatment and rehabilitation of emergent, acute or chronic injuries and medical conditions. Athletic training is recognized by the American Medical Association, Health Resources Services Administration and the Department of Health and Human Services as an allied health care profession.

Who are athletic trainers?

Athletic trainers (ATs) are highly qualified, multi-skilled health care professionals who render service or treatment, under the direction of or in collaboration with a physician, in accordance with their education, training and the state's statutes, rules and regulations. As a part of the health care team, services provided by athletic trainers include primary care, injury and illness prevention, wellness promotion and education, emergent care, examination and clinical diagnosis, therapeutic intervention and rehabilitation of injuries and medical conditions. The National Athletic Trainers' Association (NATA) [Code of Ethics](#) states the principles of ethical behavior that should be followed in the practice of athletic training.

Athletic trainers are sometimes confused with personal trainers. There is, however, a large difference in the education, skillset, job duties and patients of an athletic trainer and a personal trainer. The athletic training academic curriculum and clinical training follows the medical model. Athletic trainers must graduate from an accredited master's program in order to be eligible to sit for the Board of Certification© (BOC) examination.

AT Terms

Using proper athletic training terminology helps eliminate confusion or inconsistencies when explaining the AT's role in the health care arena. The Athletic Training Strategic Alliance Inter-Agency Terminology Work Group compiled the [Athletic Training Glossary](#) to provide common definitions to be used across the athletic training profession.

"Athletic trainer" or "AT" are the preferred terms. NEVER use "trainer" or "certified trainer." If this occurs in a direct quote, use "[athletic] trainer" or "certified [athletic] trainer." Use AT as the abbreviation for athletic trainer. Use ATC only when referring to the credential.

The History of the Appalachian State University Athletic Training Program

The Athletic Training Program at Appalachian State University has been in existence since 1973, when it became one of the first approved programs by the NATA, and the first within the University of North Carolina system. The program was accredited by CAHEA from 1989-1994, CAAHEP from 1994-2006, and is currently accredited by the Commission on the Accreditation of Athletic Training Education (CAATE). We provide a challenging program that encourages the highest quality classroom and clinical experiences for our students. Our program prides itself on providing students with opportunities to grow not only professionally but personally as well. Our graduates are employed throughout the United States in colleges &

universities, clinics, corporations, physician's offices, high schools, professional sports, and the military.

Beaver College of Health Sciences

The Master of Science in Athletic Training (MS-AT) Program is housed in the Health and Exercise Science Department in the Beaver College of Health Sciences (BCHS) at Appalachian State University. Formed in 2010, the mission of the College is to elevate health and quality of life in our region and beyond by preparing future leaders through transformative education, collaborative research and community engagement. Departments in the College include Communication Sciences and Disorders, Health and Exercise Science, Nutrition and Health Care Management, Nursing, Recreation Management and Physical Education, and Social Work. Here are the links to the [BCHS mission](#) and the [Appalachian State University mission](#).

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MS-AT Degree Program Strategic Planning and Framework

Vision Statement

The vision of the MS-AT Program at Appalachian State University is to become a prominent, comprehensive program that utilizes innovative and transformative experiences to prepare athletic trainers who optimize the health and quality of life of their patients across evolving healthcare settings.

Mission Statement

The mission of the MS-AT Program at Appalachian State University is to develop evidence-based healthcare professionals with the ability to think critically and reflectively and communicate effectively while exhibiting the highest standards of ethical behavior in a changing healthcare landscape. Through collaborative and dynamic educational experiences, students will develop the skills to optimize healthcare for life and sport through the prevention, assessment, and treatment of injuries and illnesses. Students will become competent athletic trainers who facilitate and advocate for their patients' well-being as engaged members of the healthcare team and community.

Inclusive Excellence

The MS-AT Program is committed to promoting a more inclusive and equitable society, beginning with respectfully engaging diversity and difference within our learning environments. Our goal is to prepare athletic trainers who are intentional and reflective in promoting diversity, equity, and inclusion in their work.

This effort is grounded in our Program's mission to educate professional athletic trainers who will promote the well-being of and advocate for the patients they serve. Our Program's efforts are also grounded in the NATA's *Code of Ethics*. Finally, we see our work in this area as an embodiment of Appalachian State University's Inclusive Excellence Initiative, and the Beaver College of Health Sciences' core values of diversity, equity, and community.

Our work is ongoing and we are all learners. We encourage an ongoing dialogue among students, faculty, and staff about this commitment. Your participation and feedback in the process is valued.

Program Framework

Core Principles/Values

Core Principles/Values	Description
Patient-Centered Care	The Institute of Medicine defines patient-centered care as, “Providing care that is respectful of, and responsive to, individual patient preferences, needs and values, and ensuring that patient values guide all clinical decisions.” Patient-centered care includes values and skills such as equity, inclusivity, communication, active listening, decisiveness, empathy, life-long learning, creativity, resourcefulness, advocacy, interprofessional practice, and evidence-based practice.
Integrity	Practicing with integrity involves becoming an engaged and responsible member of the community through ethical professional conduct and reflective, on-going self-evaluation and professional development. Integrity includes values and skills such as inclusivity, empathy, equity, and reflection.
Purposeful Engagement	Purposeful engagement should occur with one’s self, peers, patients, the community, and the athletic training profession. Purposeful engagement includes values and skills such as accountability, openness to criticism, resiliency/hardiness, reflection, adaptability, conflict/stress management, advocacy, active listening, embracing change, and empowerment.

Goals and Expected Outcomes

Programmatic Goal	Expected Outcome/Objective
Promote and deliver excellent teaching and research by faculty with contemporary expertise	Course evaluations Faculty peer evaluations Contemporary expertise, continuing education Faculty annual performance reviews
Provide students with diverse, high quality clinical learning opportunities	Preceptor evaluation Clinical site evaluation Graduate exit interview Alumni/employer surveys

Student Goal	Expected Outcome/Objective
Demonstrate knowledge, skills, behaviors and attitudes to achieve optimal health outcomes in diverse patient populations	BOC first-time and overall pass rate Clinical site evaluation Student clinical evaluation Clinical competency evaluations
Become highly qualified athletic trainers engaged in critical thinking and scientific inquiry to advance their knowledge and capacity for evidence-based practice	Program retention and graduation rates BOC first-time and overall pass rate Clinical site evaluation Student clinical evaluation Clinical competency evaluations
Incorporate information and communication integral in today's healthcare industry into clinical decision-making, patient care, and healthcare systems evaluation and improvement	Clinical site evaluation Student clinical evaluation Alumni/employer surveys Clinical competency evaluations
Work as valued members of interprofessional practice teams	Clinical site evaluation Simulations/OSCEs Alumni/employer surveys Clinical competency evaluations IPE Badge 3
Become an engaged and responsible member of the community through ethical professional conduct, and reflective, on-going self-evaluation and professional development	Professional behavior review form Self-evaluation of student performance

Curricular Design (teaching and learning methods/instructional strategies)

Instructional Strategy	Description	Intent	Example Within Curriculum
Lecture	Traditional lecture-based instruction with assignments, discussions, readings, and assessments (formative/summative)	Didactic content delivery	Examination, Diagnosis & Treatment Physiology of Injury
Laboratory	Skill instruction, activities, practical exams	Instruction, practice, and evaluation of clinical skills	Examination, Diagnosis & Treatment Physiology of Injury
Distance-Learning Instruction	Primary mode of instruction and communication between student and instructor is web-based	Didactic content delivery, allows learners to access course material in a variety of physical settings/environments	Healthcare Administration
Problem- and Case-Based Learning	Guided and open inquiry approaches where small groups of learners are presented with a clinical case and have time to struggle and define the problem, explore related issues, and grapple with problem resolution	Application of didactic and clinical content into clinical scenarios, problem solving, clinical reasoning, reflective judgment	Objective Structured Clinical Examinations (OSCEs) Virtual Clinic Project - (collaboration with Eastern Kentucky University) Seminar in Clinical Reasoning course sequence
Soft-Skill Development	Development of interpersonal skills and behaviors used to interact with other healthcare professionals, patients, and stakeholders (eg, communication, inclusivity, empathy, equity, advocacy, reflection, accountability, conflict/stress management, resiliency, adaptability)	Fulfill mission to develop engaged healthcare professionals with a strong foundation in both the hard and soft skills	Clinical course sequence Seminar in Clinical Reasoning course sequence SBAR project with Wake Forest

Student Learning Outcomes

Goal 1: Demonstrate knowledge, skills, behaviors and attitudes to achieve optimal health outcomes in diverse patient populations.

- 1.1: Students will synthesize content required for clinical decision-making.
- 1.2: Students will develop the knowledge and skills to provide quality patient care for individuals of diverse cultural backgrounds in an equitable, effective and respectful manner.
- 1.3: Students will demonstrate patient-centered clinical decision-making with progressing independence as they transition to practice.

Goal 2: Become highly qualified Athletic Trainers engaged in critical thinking and scientific inquiry to advance their knowledge and capacity for evidence-based practice.

- 2.1: Students will describe the contributions of clinical expertise, patient values, and available research towards decision making within clinical settings.
- 2.2: Students will develop and answer focused clinical questions in a thorough and systematic manner using both pre-existing evidence and original discovery.
- 2.3: Students will implement care plans for patients that are guided by all components of evidence-based practice.
- 2.4: Students will participate in the dissemination of clinically relevant scholarship.

Goal 3: Incorporate information and communication technologies integral in today's healthcare industry into clinical decision-making, patient care, and healthcare systems evaluation and improvement.

- 3.1: Students will apply current laws and regulations regarding healthcare communications.
- 3.2: Students will utilize an electronic health record for documentation of patient evaluation, care, and outcomes.
- 3.3: Students will apply contemporary principles and practices of health informatics to the administration and delivery of patient care.

Goal 4: Work as valued members of interprofessional practice teams.

- 4.1: Students will explain the different roles, expertise, and responsibilities of healthcare professionals.
- 4.2: Students will communicate effectively and respectfully with peers and other healthcare professionals.
- 4.3: Students will utilize an effective and reflective teamwork approach to provide patient-centered care.

Goal 5: Become an engaged and responsible member of the community through ethical professional conduct, and reflective, on-going self-evaluation and professional development.

- 5.1: Students will demonstrate professional demeanor by interacting appropriately with patients, healthcare providers, and colleagues and make sound decisions.
- 5.2: Students will be actively engaged in their professional development and be able to self-assess and plan for their personal goals and professional practice.

MS-AT Curriculum

The MS-AT program begins in the first Summer Session only, and is designed to be a two-year program. An evidence-based capstone experience is required for each student. Students will be directed toward two options: 1) research thesis, or 2) research project (e.g., systematic review, critically appraised topic, or quality improvement project). If a student chooses the research thesis option, AT 5999 would be substituted for AT 5970. All capstones must be evidence-based and should result in a product worthy of dissemination. Students must pass a year one comprehensive exam prior to attending their year two fall immersive clinical rotation. Completion of the MS-AT program leads to eligibility to sit for the Board of Certification® examination. The MS-AT Program is undergoing accreditation by the CAATE, and is on course to gain accreditation by April 2022. Students can access the degree requirements, course catalogs and MS-AT course descriptions in the [Graduate Bulletin](#) under the Beaver College of Health Sciences. Students can access the academic calendar on the University's Registrar [website](#).

Completion of the MS-AT program leads to eligibility to sit for the BOC examination. The MS-AT Program is undergoing accreditation by the CAATE, and is on course to gain accreditation by April 2022. The following table outlines the MS-AT program plan of study.

MS-AT Curriculum Course Sequence

Course Number	Course Title	Credit Hours (Total: 68)
Year 1 - Summer 1 (Credit hours: 6)		
AT 5100	Gross Human Anatomy	4
AT 5200	Functional Human Anatomy	2
Year 1 - Summer 2 (Credit hours: 5)		
AT 5230	Principles of Injury Prevention	3
AT 5290	Athletic Training Clinical Experience I	2
Year 1 - Fall Semester (Credit hours: 15)		
AT 5300	Examination, Diagnosis, and Treatment I	4
AT 5350	Physiology of Injury	4
AT 5370	Principles of Evidence Based Practice	3
AT 5380	Seminar in Clinical Reasoning I	2
AT 5390	Athletic Training Clinical Experience II	2
Year 1 - Spring Semester (Credit hours: 16)		
AT 5550	Manual Intervention Strategies	3
AT 5570	Clinical Inquiry I	1
AT 5600	Examination, Diagnosis, and Treatment II	4
AT 5660	Clinical Medicine	4
AT 5680	Seminar in Clinical Reasoning II	2
AT 5690	Athletic Training Clinical Experience III	2

Year 2 - Summer 3 (Credit hours: 3)		
AT 5720	Behavioral Health	3
	<i>Year one comprehensive exam (must pass) to enter year two fall immersive clinical rotation)</i> Non-credit internship opportunities	N/A
Year 2 - Summer 4 (Credit hours: 0)		
	Non-credit internship opportunities	N/A
Year 2 - Fall Semester (Credit hours: 9)		
AT 5790	Athletic Training Clinical Experience IV	6
AT 5810	Healthcare Administration and Information Management for Clinicians	3
Year 2 - Spring Semester (Credit hours: 14)		
AT 5830	Applied Health & Prevention Strategies	3
AT 5870	Implementation of Patient-Centered Care	3
AT 5880	Seminar in Clinical Reasoning III	2
AT 5970 or AT 5999	AT 5970: Clinical Inquiry II or AT 5999: Thesis	3 or 3
AT 5990	Athletic Training Clinical Experience V	3

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MS-AT Program Policies and Procedures

MS-AT Admissions Process

The required application materials are listed below and detailed on the MS-AT Program's admissions [website](#).

The MS-AT Program has developed specific criteria for admission that are consistent with the program's mission and goals. Students interested in attending Appalachian State University and pursuing a career in athletic training are encouraged to complete a bachelor's degree and prerequisite courses and then apply to the MS-AT program at the graduate level. Anticipated MS-AT prerequisite-friendly majors include: Exercise Science, Public Health, Psychology, Health & Physical Education, Nutrition, and others!

Our admissions process is nondiscriminatory and contingent upon successfully passing a criminal background check and meeting the program's [technical standards](#). The number of students we are able to select each semester is limited. [Scholarship opportunities](#) for admitted students are available through the Beaver College of Health Sciences. Other scholarship, fellowship, and [graduate assistantship opportunities](#) are available through the Cratis D. Williams Graduate School.

Traditional Application Process

This application process is intended for students applying with a bachelor's degree or currently in their final year of their bachelor's degree.

1. Students should submit their formal application through the Athletic Training Common Application System ([ATCAS](#)). Admissions decisions are made on a rolling basis, but applications are encouraged to be submitted before **February 1st**. Applications will be considered and undergo a holistic review as received.
2. Applicants will be notified if the admissions team requests an interview.
3. Applicants will be notified by the admissions team if they are being recommended to the [Cratis D. Williams Graduate School](#) for admissions. Only those applicants recommended for Graduate School admittance will be required to complete the Graduate School [application](#) by no later than **April 1st**. Applicants should not apply to the Appalachian State University Graduate School until they have been notified by the Program Director. Graduate School admission requirements can be found in the University's Graduate [Bulletin](#).

Accelerated Admissions Application Process

Earn a Bachelor of Science in Exercise Science and a Master of Science in Athletic Training at Appalachian State University!

Students enrolled at Appalachian State University may choose to pursue [Accelerated Admissions](#) and apply for admittance into the [Master of Science in Athletic Training \(MS-AT\) program](#) after having completed three years of outstanding undergraduate coursework at Appalachian State University. However, this program is academically rigorous and requires significant advanced planning beginning with freshman coursework. Individuals interested in pursuing accelerated admissions must:

1. Contact the MS-AT Accelerated Admissions Coordinator, Dr. Jennifer Howard (howardjs@appstate.edu) as early as possible in your undergraduate career, for additional information and to discuss [course sequencing](#).
2. Accelerated admission applicants do not need to complete an ATCAS application; however, they must apply to the [Cratis D. Williams Graduate School](#) by **February 1st** of the spring semester prior to starting graduate coursework. Graduate School admission requirements can be found in the University's Graduate [Bulletin](#).
3. Applicants will be notified if the admissions team requests an interview.

Admissions Requirements

Admissions requirements to the Master of Science in Athletic Training will include:

- Complete application
- Bachelor's degree from accredited college or University (may be in progress at time of application but must be complete prior to enrollment).
- Official GRE scores (within 5 years)
 - GRE Scores may be waived if you have an undergraduate GPA of 3.25 or higher; AND a GPA of 3.25 in prerequisite courses.
- The Cratis D. Williams Graduate School at Appalachian State University requires a 3.0 GPA in the last earned degree and official GRE scores, OR a 2.5 GPA in the last earned degree and official GRE scores at the 25th percentile level from the appropriate admission test(s). With special permission from the Graduate School, a program may admit a limited number of students with exceptional circumstances who do not meet the graduate school minimums.

- International students only: TOEFL score
- Official transcripts, including prerequisites, from each college/university attended since High School
- Three letters of reference, with at least one from a faculty member and one from a licensed healthcare provider (e.g. athletic trainer, physical therapist, physician assistant, nurse, etc.)
- Resume
- Forty hours of clinical observation/shadowing under the direct supervision of a Certified Athletic Trainer. You are advised to observe a variety of activities, events, and athletic training settings.
 - Log your observation hours using [this form](#)
 - Due to COVID-19, we are being flexible with this requirement. Please inquire if you have questions regarding this.
- Personal Statement providing (1) insight into what is involved in becoming and practicing as an Athletic Trainer; (2) the applicant's reflection on observation hours obtained; (3) the applicant's professional goals and how the MS-AT will achieve those goals; and (4) if the applicant is interested in research, it should include the faculty member(s) with whom the applicant is most interested in working
- Interview (in-person or web-based)
- Completion of required prerequisites These may be in progress at time of application but must be complete prior to enrollment. Appalachian's equivalent course descriptions can be found in the [University Undergraduate Bulletin](#):
 - Biology (animal-based), 3-4 credits with lab (BIO 1801 or equivalent)
 - Chemistry, 3-4 credits with lab (CHE 1101/1110 or equivalent)
 - Physics, 4 credits with lab (PHY 1103 or equivalent)
 - Human anatomy, 4 credits with lab (ES 2040 or equivalent)
 - When anatomy and physiology are taken as a combined course, two semesters are necessary to meet this requirement.
 - Human physiology, 4 credits with lab (ES 2050 or equivalent)
 - When anatomy and physiology are taken as a combined course, two semesters are necessary to meet this requirement.
 - Exercise physiology, 3 credits (ES 3002 or equivalent)
 - Biomechanics OR Kinesiology, 3 credits (ES 3550 or equivalent)
 - Statistics, 3 credits (STT 2810 or equivalent)
 - Psychology, 3 credits (PSY 1200 or equivalent)
 - *Reach out to the program director for questions on course equivalency. You may also use our University's [course equivalency search](#) engine.*

The program director reserves the right to request course syllabi to confirm course content or equivalency

Note on Academic Standards for Retention in the MS-AT

Academic standards for retention in the MS-AT degree program include abiding by the ASU Code of Student Conduct and the Academic Integrity Code, the MS-AT Professional Behaviors and Responsibilities Policy, the National Athletic Trainers' Association Code of Ethics, and the Board of Certification® Standards of Practice. These standards are fully described in the MS-AT Student Handbook.

MS-AT students must achieve a grade of “C” or higher in all graduate courses, maintain an overall GPA of 3.0, and earn no more than two final grades of “C” or below in the program of study. Students are dismissed from the MS-AT degree program if they earn more than two final grades of a “C” or lower.

MS-AT Program Technical Standards

Accepted MS-AT students must complete a form in our MS-AT Program management software, [eValue](#), that contains the Program’s technical standards prior to attending orientation and prior to beginning their second year in the Program. The technical standards language is below:

The MS-AT Program (Program) at Appalachian State 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 Program establish the essential knowledge, skills and competencies students are required to acquire and demonstrate for an entry-level athletic trainer, as well as to meet the expectations of the Program’s accrediting agency the CAATE. The following abilities and expectations must be met by all students admitted to the Program. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be able to continue and complete the program.

Compliance with the Program’s technical standards does not guarantee a student’s eligibility to sit for the BOC Examination. As candidates for selection into the Program, a student must demonstrate:

1. The mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and to distinguish deviations from the norm.
2. Sufficient motor function (both gross and fine motor muscular movement), postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients.
3. The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with the patients and communicate judgments and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice.
4. The ability to document the physical examination results and a treatment plan clearly and accurately.
5. The capacity to maintain composure, exercise good judgement and continue to function effectively during periods of high stress.

6. The perseverance, diligence and commitment to complete the Program as outlined and sequenced.
7. Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.
8. Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

All candidates for the Program must be qualified individuals who are able to meet the essential competency requirements of the Program, with or without reasonable accommodations. Candidates for selection into the Program will be required to verify they understand and are able to meet these technical standards with or without reasonable accommodations. *It is the student's responsibility to notify the Program Director in the event of any change in the student's health status which may prevent them from completing technical standards while enrolled in the Program.*

The Program is committed to providing access to qualified individuals with disabilities. Consistent with Section 504 of the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act of 1990 (ADA), it is the policy of Appalachian State University that no qualified individual with a disability shall be excluded from, denied the benefits of, or be subjected to discrimination in any university program, service or activity. The Office of Disability Resources (ODR) is the designated office to determine and coordinate reasonable accommodations. If a request for accommodations is made, ODR will determine eligibility and consult with the Program Director to determine the reasonableness of the requested accommodations. The Program is unable to provide accommodations that impose an undue burden, present a threat to the health or safety of the individual or others, or fundamentally alter the nature of the curriculum, laboratory/clinical sessions, or clinical affiliations.

I certify that I have read and understand the technical standards listed above, and I believe to the best of my knowledge that I am able to meet each of these standards. I understand that if I am unable to meet these standards, with or without reasonable accommodations, I will not be able to continue and complete the program. I understand that if reasonable accommodations are needed that I must contact the Office of Disability Resources at <https://odr.appstate.edu/>

Criminal Background Check Policy

Appalachian State University through the Beaver College of Health Sciences (BCHS) requires all graduate and undergraduate students who, as a part of their program of study, have required or elective clinicals, internships, field placements, or practicums to submit to a criminal background check in accordance with the time frames set out for each program. Here is the link to the BCHS criminal background check [policy](#).

MS-AT students must complete a background check two times during their enrollment in the MS-AT Program. Students must complete the first background check by May 1st, prior to attending orientation and starting year one summer classes. The second background check must

be complete by July 1st, prior to starting year two Fall courses, including the immersive clinical experience. The procedures for MS-AT background checks are as follows:

1. The MS-AT program director will submit students' names to the BCHS Dean's Office.
2. The Dean's Office will enter students' names into the College's account with the company Certiphi.
3. Students are then notified by Certiphi to complete the background check and are responsible for paying the fee.
4. The Dean's Office will notify the MS-AT program director when the background check is complete, and if there are items on the check which are a cause for concern.
5. In the event of the existence of a conviction or plea, per the BCHS policy (link above), each case will be handled on an individual basis in conjunction with the Dean's Office.

In addition to the adherence to the BCHS background check policy, students are accountable for reporting any charges of a misdemeanor or felony that occurs while enrolled in the MS-AT program within 48 hours of occurrence to the MS-AT program director. Reporting means that the student directly contacts the program director and requests an appointment to discuss the charges.

Orientation, OSHA, Privacy Training

All incoming MS-AT students are required to attend the [Cratis D. Williams Graduate School's orientation](#) and the MS-AT Program orientation. The orientation will provide information related to Appalachian State University, the MS-AT Program, curriculum and requirements, policies and procedures, course [registration](#), [graduation](#) procedures, and the profession of athletic training. MS-AT orientation is typically held during the week before summer session classes start. Graduate School orientation is held at the beginning of the fall semester. Incoming students are informed of the MS-AT Program orientation as well as other requirements via a welcome letter at the point of enrollment.

After admission into the MS-AT Program and prior to commencing clinical experiences, the MS-AT student must undergo emergency cardiac care training (held during orientation), Health Insurance Portability and Accountability Act (HIPAA), and Family Educational Rights and Privacy Act (FERPA) training and annual Occupational Safety and Health Administration (OSHA) training as mandated by the CAATE.

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Academic policies

Academic Standards for Retention in the MS-AT Program

In order to meet our responsibilities to provide quality professional education and to ensure that our MS-AT graduates are able to function in a broad variety of professional situations, the MS-AT Program has set forth standards for enrolled students. MS-AT students must maintain the academic standards for retention set forth by Appalachian State University and the [Cratis D. Williams Graduate School](#). MS-AT students are expected to demonstrate increasing competence in the MS-AT Program's student learning outcomes, and the following scholastic performance and professional behavior standards.

Scholastic Performance Standards

- Maintain a minimum overall GPA of 3.0 or higher;
- Earn no more than two final grades of C in the program of study (*Note that this expectation is more rigorous than the Graduate School's standards, which state that no student may include more than 3 C-level grades in a program of study*);
- In the event one or more of the above standards are not met, the MS-AT Program will follow the Graduate School's [procedures](#) on suspension and probation.
- The End-of-Semester Athletic Training Student Clinical Evaluation will be used to evaluate clinical standing. In order to maintain good clinical standing, a 3.0 or higher must be obtained on the Clinical Professional Standards segment and a rating of Satisfactory must be achieved on all domains.
- According to the Graduate School's standards, students may repeat only one course in which the final grade is below a C (C- or F). Students may repeat a particular course only one time. Note: Due to the progressive nature and course sequencing of the MS-AT curriculum, repeating courses will delay program completion.

Professional Behavior Standards

The CAATE accredits athletic training programs and requires that graduates be qualified to function as entry-level athletic trainers. Accredited programs must provide evidence that their graduates have acquired the knowledge and skills necessary for the credentialing examination and possess the ethical behaviors essential for professional practice.

Students enrolled in the MS-AT are required to progress from awareness and understanding to demonstrating, mastering and integrating the following professional behaviors in order to successfully progress through the MS-AT Program:

1. **Professionalism:** The ability to maintain appropriate hygiene, dress, and demeanor and to follow departmental policies and procedures. Students must abide by the National Athletic Trainers' Association [Code of Ethics](#) and the BOC's [Standards of Professional Practice](#).
2. **Collaboration:** The willingness and ability to work together with students, faculty, staff and patients.
3. **Honesty/Integrity:** The ability to demonstrate moral excellence and trustworthiness and Appalachian State University's [Code of Student Conduct](#) and [Academic Integrity Code](#).
4. **Respect:** The ability to demonstrate consideration and regard for self and others regardless of ethnicity, age, sexual orientation, gender, or religious affiliation. The University's EEO statement specifies non-discrimination on the basis of "race, color, national origin, religion, sex, gender identity and expression, political affiliation, age, disability, veteran status, genetic information or sexual orientation." Also see University Policy 602.1 on [Equal Opportunity](#).
5. **Reverence for Learning:** Be able to demonstrate reverence for knowledge, experience, and being prepared for academic and clinical responsibilities.

6. **Emotional Maturity:** The ability to control emotions by exhibiting appropriate social behavior in the classroom and at clinical sites, and during other departmental activities and interactions.
7. **Flexibility:** The willingness to accept and adapt to change. The student is expected to have the flexibility to function effectively under stress; that is, the individual is expected to be able to learn to adapt to changing environments, to display flexibility and to learn to function in the face of uncertainties inherent in the clinical problems of many patients.
8. **Communication skills:** The ability to demonstrate social awareness and the communication skills (including written, verbal and nonverbal) necessary for establishing rapport with affiliate medical providers, athletic training faculty, clinical supervisors (ie, preceptors, interns, etc.), fellow students, coaching staff, and patients.
9. **Inclusivity:** The capacity to understand and appropriately respond to the unique combination of cultural variables and the full range of dimensions of diversity that the professional and client/patient/family bring to interactions.

MS-AT Professional Expectations

In addition to abiding by the professional behavior standards, the MS-AT student must also recognize and adhere to the following:

Confidentiality Policy

All athletic training students should adhere to Principle 1.3 of the NATA *Code of Ethics* as it pertains to confidentiality. This applies to all information that may be learned via classroom and clinical experience. Any communication to outside parties (parents, media, professional scouts, and public) should be made through a staff athletic trainer. Special attention should be paid to the provisions of the Buckley Amendment and the specific considerations of each student-athlete's wishes per the NCAA Buckley Amendment form.

As part of your interaction with those seeking coverage and care by the athletic training staff and students, you will be exposed to information regarding individual's medical record and health status. All of this information is considered to be confidential and remains the private rights of the individual being treated. Any discussion of patient-related healthcare and outcomes outside the respective clinical rotation should only occur within relevant athletic training courses (ie, class time) and should not contain any identifying information (ie, names, sport, etc.). Any use of privileged information that includes potential identifiers requires the patient's written consent.

You must preserve the confidentiality of privileged information and shall not release such information to a third party not involved in the patient's care unless the person consents, in writing, to such release or release is permitted or required by law. Furthermore, any interaction that you have with any medical provider or other entity that includes verbal, written or any other form of information sharing must be done in compliance with the Health Insurance Portability and Accountability Act of 1997.

Any breach of confidentiality and/or privacy will not be tolerated and will result in your immediate removal from any athletic training venue. Additional penalties may also be imposed, including, but not limited to, those administered by Appalachian State University, the National Athletic Trainers' Association, and the United States Federal Government.

Social Media Conduct Policy

The MS-AT Program recognizes and supports its students' rights to freedom of speech, expression and association, including the use of online social networks. As a MS-AT student, you represent the University and you are expected to portray yourself, the MS-AT Program and the University in a positive manner at all times. Any violations of this policy will be referred to the Office of Student Conduct. Please refer to the University's *Code of Student Conduct* and the *UNC System Campus Free Speech and Free Expression Policy # 1300.8*.

Professional Relationships in the MS-AT Program

It is critical, as a member of the MS-AT Program, that students act in a professional manner and treat everyone with respect at all times. Failure to do so may result in disciplinary action and potentially jeopardize confidence and trust that the offending student is entitled to be treated with, in current and future situations. Students are expected to behave professionally at all times with patients, affiliated medical providers, faculty, staff, preceptors, and other personnel. Student(s) are required to immediately disclose potential conflicting relationships to a MS-AT faculty member. Disclosing these situations will not necessarily result in a disciplinary action for the student(s).

Students and the General Population

Students are NOT yet certified and licensed athletic trainers; they are practicing skills in a learning environment under the direct supervision of an approved clinical supervisor. Students should not misrepresent, either directly or indirectly, their skills, training, professional credential, identity or services (refer to the NATA [Code of Ethics](#)). Friends, family and others may approach a student for their opinion concerning an injury. The student is required to respectfully decline and refer them to a licensed professional. Practicing without a license could result in severe consequences, including criminal ramifications, discipline from governing bodies, and potentially the inability to sit for the BOC exam and/or be granted state licensure to practice. Please refer to North Carolina's [statutes and rules](#) governing athletic trainers.

Clinical Education Policy

The MS-AT student must complete a variety of clinical experiences that incorporate different populations including gender, varying levels of risk, protective equipment, and medical experiences that address that continuum of care. Clinical education opportunities are assigned according to each student's level of education, best fit with educational needs, and CAATE clinical requirements. Students will not be denied specific clinical site access based upon race, religion, national origin, color, gender, gender expression, disability, marital status, sexual orientation, or military status, in any of its activities or operations.

Goals of Clinical Education:

Clinical education experiences will help the student:

1. Develop an awareness of their attitudes, values and responses to injury and illness.
2. Develop the ability to cope effectively with the demands of athletic training.
3. Develop an understanding of the interrelated roles of the health care team.

4. Develop clinical competence in the following areas: clinical reasoning skills, psychomotor skills, and interpersonal and communication skills.
5. Provide a sound rationale for interventions/actions.
6. Become skilled in the education of relevant people (i.e. patients, coaches, parents, etc).
7. Develop self-management skills.
8. Become a reflective practitioner.
9. Understand professional accountability to patients, self, and employers.
10. Develop skills necessary for lifelong learning.

Clinical Education Requirements:

1. Prior to beginning clinical experiences, the student must have a current influenza and tetanus vaccination, applicable vaccinations and screenings required by their clinical site, and current certification in emergency cardiac care (ECC).
 - a. All MS-AT students will participate in ECC training during orientation prior to starting the MS-AT Program. The Program will pay for this training.
2. Each student is evaluated on their clinical performance at mid- and end-of-semester by their preceptor(s). If deficiencies are noted at mid-semester, a progress evaluation will be conducted within three weeks. To maintain good clinical standing, a 3.0 must be obtained on the Clinical Professional Standards segment and a rating of Satisfactory on all domains of the End-of-Semester Athletic Training Student Clinical Evaluation instrument. Failure to do so will result in one semester of clinical probation.
3. Clinical probation:
 - a. A student placed on clinical probation will be permitted one semester to correct all noted deficiencies in the previous clinical, while meeting the standards of the current clinical course. Failure to do so will result in dismissal without privilege of reapplication.
 - b. During the probationary period, clinical assignments may be restricted. Gross deficiencies in clinical performance (i.e. chronic tardiness, disrespect toward stakeholders, abuse of equipment or facilities, violation of the drug policy, etc.) will not be tolerated and are grounds for immediate dismissal from the Program.
 - c. Students who wish to appeal a clinical probation should refer to the grievance procedures outlined in this handbook.
4. A Preceptor and/or Instructor must be on-site and have the ability to intervene on behalf of the athletic training student and/or the patient.
5. Clinical education experiences are contained in individual courses that are completed over two academic years. Clinical expectations are outlined in each clinical course syllabi.
6. Academic credit is awarded for each clinical experience course that is consistent with credit awarded for internship/practicum courses at Appalachian State University.
 - a. Minimum clinical hours are determined by awarding one (1) credit hour per 75 clinical contact hours. The allowable maximum clinical hours per semester is not to exceed 15% of your clinical hour total for the semester. A student enrolled in AT 5290 must have a minimum of 150 clinical hours to receive full credit but may not exceed 173 clinical hours.
7. Athletic training students will evaluate their Preceptor or Instructor using mid- and end-of-semester evaluations on [eValue](#).

8. Athletic training students will evaluate their clinical site on [eValue](#) at the end of each rotation.
9. Clinical education may occur outside of the traditional class meeting pattern and University scheduled breaks. It is the student's responsibility to ensure housing, transportation, and meals for themselves. In certain situations, it is possible that the clinical site may provide a meal on occasion (pre/post game) but they are not obligated to do so. Clinical education may include patient simulations with varying degrees of authenticity (ie, mannikins to live standardized patients).
10. When an athletic training student travels with a sports team as part of their rotation, the sports team will pay all travel expenses. *We highly recommended, for safety reasons, that the student travel only with the sports teams using their official transportation means. Any need for independent travel must be discussed with the Coordinator of Clinical Education in advance.*
11. Only time spent performing athletic training duties may count as clinical hours. Students may only perform skills on patients/clients for which they have had formal instruction.
12. The Coordinator of Clinical Education evaluates all clinical sites annually.
13. A minimum of 75% of the student's clinical experience will occur under the direct supervision of a Preceptor who is an ATC®.

Clinical Supervision Policy

Athletic training students engaged in clinical education experiences will be under direct supervision by the preceptor and/or coordinator of clinical education at all times. Direct supervision requires that the preceptor and/or coordinator of clinical education be physically present and have the ability to intervene on behalf of the athletic training student and the patient.

Responsibilities of the facility, the supervising preceptor and/or coordinator of clinical education include:

1. Assign a certified athletic trainer with appropriate state licensing/registration or licensed board-certified physician who is deemed qualified and willing to act as a preceptor.
2. The preceptor is responsible for the day-to-day supervision of the student and will perform the preceptor function in accordance with the CAATE supervision requirements and the MS-AT Preceptor Handbook.
3. The MS-AT Preceptor Handbook and any other appropriate instruction will be provided to the chosen preceptor by the coordinator of clinical education prior to the experience.
4. Calibration and maintenance of equipment according to manufacturer guidelines.
5. The preceptor in conjunction with the assigned member of the MS-AT faculty will:
 - a. Develop an individualized experience for the student;
 - b. Communicate via writing learning and clinical expectations to the student(s);
 - c. Assign clinical assignments and opportunities consistent with identified student learning objectives;
 - d. Assess student performance using the online clinical evaluation form;
 - e. Upon request, provide input on strengths and weaknesses of MS-AT curriculum and field component; and
 - f. Make efforts to attend orientation/continuing education opportunities sponsored by the MS-AT Program.

Responsibilities of the AT student include:

1. Adhere to the athletic training program and facility policies, procedures, and protocols.
2. Employ effective communication skills (listening, verbal, nonverbal, written, and electronic) with individuals, families, groups and communities.
3. Assess, analyze, plan, implement, document, and evaluate athletic training skills congruent with the philosophy and mission of the athletic training program, and the course objectives.
4. Exhibit a patient/client-centered caring approach that reflects the professional values of altruism, autonomy, human dignity, integrity, and social justice.
5. Adhere to economic, ethical, legal, and professional athletic training standards consistent with the National Athletic Trainers' Association Code of Ethics.
6. Perform or participate in any other assigned activities and opportunities set forth in the individualized experience developed for the Student and consistent with the identified student learning objectives and written learning contract as set forth below.

MS-AT Student Clinical Evaluation

Clinical Professional Standards Rating Scale - MS-AT students on all levels will be evaluated using the following 5-point scale:

1. Failure to Perform - Performance is unsatisfactory. The student fails to perform most responsibilities and skills acceptably. Meets few expectations.
2. Not competent (incapable) without supervision - Requires excessive direction and inspection. Needs some improvement to meet program level requirements. Some performance standards are not met.
3. **Competent at program level (see above) - Self-reliant. Meets level requirements. Performance meets minimum standards and expectations. Assigned tasks are fully successfully executed.**
4. Proficient (performs with expert correctness) - Role model. Frequently exceeds program level requirements. Performance is generally above standards. The student generally exceeds in responsibilities and expectations.
5. Expert Leadership (influential) - Teaches and leads in a manner that significantly improves the skills of others. Performance, knowledge, and skills are exceptional and at the highest level. Program level standards and goals are continuously and substantially surpassed.

For the Year One Fall level and above, students are evaluated on the following domains from the [BOC Practice Analysis, 7th Ed](#) using “satisfactory” or “unsatisfactory,” with a space for comments and suggestions for improvement:

- Domain I: Injury and Illness Prevention, and Wellness Promotion
- Domain II: Examination, Assessment and Diagnosis
- Domain III: Immediate and Emergency Care
- Domain IV: Therapeutic Intervention
- Domain V: Healthcare Administration and Professional Responsibility

Specific information on individual assessment criteria by level/Year within the program, may be found on our program management software [eValue](#).

Professional Behavior Reviews and Performance Assessments

MS-AT students will be evaluated by MS-AT faculty members in [eValue](#) each semester on their progress from awareness and understanding to demonstrating, mastering and integrating professional behaviors using the following form.

Professional Behavior Review for MS-AT Students Form

MS-AT students are expected to progress from awareness and understanding to demonstrating, mastering and integrating the following professional behaviors, which are in the MS-AT Academic Standards for Retention. These are required for successful progression through the MS-AT Program. Students' professional behaviors will be assessed by graduate faculty at the end of each semester during their graduate studies using the following criteria and rating scale:

1. Complies with the policies and procedures that pertain to:
 - a. Students of the MS-AT Program
 - b. Appalachian State University
 - c. Facilities in which the student has participated in learning
2. Demonstrates ethical behavior exemplified by such characteristics as:
 - a. **Honesty, integrity, respect and professionalism**
 - b. **Accountability**, including acknowledgement of personal errors, omissions and limitations
 - c. Follow-through with promised information or service
 - d. Protection of confidential information
3. Demonstrate **collaboration** and consideration in interactions with others, including willing participation in teamwork and evidence of **flexibility** when change is necessary
4. Follows instructions
5. Demonstrates promptness in meeting all commitments, including assessment of priorities in meeting multiple demands
6. Demonstrates thoroughness and completeness in work, including effective written and oral **communication** skills

Professional Behavior Review Rating Scale:

	Description	Rating
Not applicable	Unable to rate; not observed	N/A
Poor	Often unacceptable; much improvement needed to meet minimum standards	1
Fair	Performance adequate some of the time; somewhat inconsistent; improvement desired to reach expected performance	2
Good	Satisfactory; overall acceptable performance for entry level	3
Very Good	Consistently does well; often exceeds expectations	4
Excellent	Overall very high-quality performance; exceeds expectations nearly all of the time	5

Faculty and Self-Assessment of MS-AT Student Performance

Students and select athletic training faculty will also fill out a “Faculty and Self-Assessment of MS-AT Student Performance” [form](#) every semester. This will allow both the student and faculty to engage and reflect on the MS-AT student’s strengths, areas for improvement, and perceived knowledge and competence with MS-AT course content, clinical application, student learning outcomes, and athletic training domains.

Transferring Credits to Appalachian State University

Appalachian State University’s Graduate School has established a policy for transferring graduate credits from other institutions. The MS-AT Program abides by the policy that follows and which is listed in the [Graduate Bulletin](#).

Academic Dishonesty Policy

Students in the MS-AT Program are first and foremost Appalachian State University students. Therefore, they must adhere to the academic standards and performance standards set forth by the University for all students, including the [Code of Student Conduct and Academic Integrity Code](#). Violations of the performance standards set forth by the University will be referred to the Office of Student Conduct. Please note that alleged threat or harassment complaints must be handled according to University procedures. Further, students who fail to maintain the University’s scholastic requirements are subject to academic probation or dismissal as indicated in the Appalachian State University [Graduate Bulletin](#): Academic Requirements and Regulations. Additional review may also be undertaken by the MS-AT Program, following the policies and procedures outlined in this handbook.

Student academic performance is monitored throughout the MS-AT Program. When concerns are noted in any of the areas outlined in the Academic Performance Standards for Retention, the Program will utilize the policies and procedures outlined in the following paragraphs. The severity of the concern will influence the level of intervention and steps followed. When an academic, behavioral, or professional concern is identified the following steps are strongly recommended.

1. The faculty member and student should attempt to resolve concerns as soon as possible through open discussion of the issues. Possible solutions will be identified, implemented, and documented. The MS-AT Program Director (Director) and/or Department Chair may serve as resources to assist the student and the faculty member in resolving concerns.
2. If a satisfactory solution is not reached and/or if another issue arises following the meeting with the faculty member and student, the Director should be contacted. The Director may consult with the Department Chair. The faculty member and Director may use a variety of documented methods including joint and individual meetings to assist in resolving the problems; efforts to resolve the problems will be documented.

3. If agreeable solutions are not found, the problem is not remedied, or a new problem occurs following consultation with the Director, the Director will notify the Department Chair. The Department Chair will determine a course of action and may consult with appropriate University and Department personnel.

NOTE: Any active criminal charge or criminal conviction or active or substantiated violation of the *Student Code of Conduct* and *Academic Integrity Code* must be reported to the Director or Department Chair. If students have previously earned professional licenses or certifications, they must also notify the Director or Department Chair of any current or past complaints, disciplinary actions, sanctions, and/or suspensions related to those credentials. Failure to meet these reporting requirements may result in a review and/or disciplinary action up to and including dismissal from the MS-AT Program.

Violence or threat of harm to any human being, cheating, or two documented instances of plagiarism may result in immediate dismissal from the MS-AT Program. Engaging in conduct that results in dismissal from a clinical rotation may also result in immediate dismissal from the MS-AT Program. Any other actions required by law and/or University policy will also be taken.

Procedures for Program Infractions – Disciplinary Incident Reports

Although every effort is made to identify and positively address student concerns as early as possible, the MS-AT Program may conduct a review, or take other appropriate action, at any time to address concerns, even if the relevant issues arise late in the student’s final semester. Concerns related to student academic performance, behavior, or professionalism can delay awarding the MS-AT degree or lead to dismissal from the Program.

The following steps should be taken when it is deemed necessary for a faculty/staff member, preceptor, or supervising clinician to cite a student for violating any of the policies/procedures governing the MS-AT Program.

1. Fill out a Disciplinary Incident Report in [eValue](#) using the “Initiate *ad hoc* Evaluations” link on the homepage. Fully discuss the situation with the student in question.
2. Once the form is completed, it will be sent to the MS-AT Program Director. The Director will review the disciplinary incident report and consult with pertinent parties involved, as needed. The Director will provide their disciplinary action in the form.
3. The form will then be sent to the student with the following instructions:
 1. I have reviewed this disciplinary incident report and I understand that my response below IS NOT necessarily an admission of guilt, but rather an acknowledgement of the report. I also understand that any refusal to sign this document will be considered an admission of guilt and subsequent disciplinary action will be taken. You may choose to have your case reviewed by a MS-AT Program Infractions Hearing Committee. Procedures for program infractions are outlined in the MS-AT handbook. (Committee correspondence and decisions will be located in the student’s academic file). Choose an option and TYPE THE ENTIRE STATEMENT IN THE BOX BELOW AS WELL AS YOUR NAME AND DATE.

1. OPTION A) I accept the nature and content of this report and accept the consequences associated with my behavior.
2. OPTION B) I desire to have my case reviewed by the MS-AT Infractions Hearing Committee in order to adjudicate it on my behalf.
4. If deemed necessary, the Director will convene a meeting of the *ad hoc* MS-AT Program Infractions Hearing Committee consisting of the Director, Coordinator of Clinical Education, and one additional member who is not directly involved with the matter at hand to review the report. The Director may recuse his/herself and appoint another faculty member if they are submitting the incident report. Discussion of any pertinent details with the submitting faculty/staff member, preceptor, or supervising clinician along with conferring with the offending student may also ensue. A formal hearing involving all parties may also be convened in front of the MS-AT Program Infractions Hearing Committee. Committee meetings will be recorded. A final decision will be made after the committee deliberates on all facts in the case.
5. The final Disciplinary Incident Report will become part of the student's MS-AT Program file.

Consequences for violations include, but are not limited to, one or more of the following. Repeat infractions will result in greater consequences.

- Referral to the Office of Student Conduct
- Temporary or permanent removal from the current clinical education assignment
- A lower course and/or clinical grade
- Repetition of a course activity or clinical activity
- Limitations on future clinical rotation assignment(s)
- Recommendation to attend or seek a counseling assessment
- Other skill-building activities
- Interim suspension from the MS-AT Program
 - Students may not be allowed to take AT courses and/or obtain clinical hours
- Dismissal from the MS-AT Program
- Other actions deemed appropriate by the MS-AT faculty

Distribution of the Procedures for Program Infractions – Disciplinary Incident Reports

1. These procedures are posted in the MS-AT Handbook. The Handbook is be posted on the MS-AT Program website and ASULearn website.
2. The procedures are distributed to all MS-AT Program stakeholders and included in the Preceptor handbook and all orientations.
3. The Policy will be provided to students, faculty/staff members, preceptors, or others as necessary if concerns arise regarding a student's compliance.

Grievance Procedures

Students who are dissatisfied with decisions regarding course concerns, final course grades, termination from graduate assistantships or from the MS-AT Program are expected to

follow [University-wide](#) and [Graduate School](#) grievance procedures as outlined below. Students must follow the procedure specific to their grievance.

Procedures for Course Concerns

Students may have concerns in a course that are not related to a final grade but may be related to grades on assignments in a course or other aspects of the course. When these concerns arise, students are required to first address their concerns with the faculty member, in accordance with both University procedures and the MS-AT Program's Academic Standards for Retention. If the concerns are not addressed by the faculty member to the student's satisfaction, then the student may address these concerns with the MS-AT Program Director (Director).

If the concern is not resolved successfully, then the student should contact the [Chair](#) of the Health and Exercise Science Department for assistance. Students may also contact the [Office of Title IX Compliance](#) or the [University Ombudsperson](#) and will be assisted by these offices as appropriate.

Grievance of Final Course Grades

There are specific criteria taken into consideration when appealing a final grade. Please follow the [Final Grade Appeal Procedure](#) provided by the University's Academic Affairs Division.

Grievance Procedures Related to Termination of a Graduate Assistantship or Termination from the MS-AT Program

The following summary of information on appeals involving termination from a graduate assistantship or graduate program is taken from the [Graduate Bulletin, Appeals Processes](#). Appeals involving termination from a graduate assistantship or termination from the MS-AT Program begin with the Director and/or Department Chair. If the situation cannot be resolved at the program level, students may appeal to the Graduate School by submitting documentation in writing to the Associate Dean for Graduate Studies. The MS-AT Program will also be given an opportunity to provide written documentation about the situation. Finally, appeals denied by the Graduate School will automatically be sent to the Graduate Council's Appeals Committee for review. The Appeals Committee is an ad hoc subcommittee of the Graduate Council consisting of graduate faculty from three departments other than the student's home department; the Committee meets only on demand and does not usually meet with the student or the program. The Committee's decision is final.

Grievance Procedures for Disciplinary Incident Reports

A student who is dissatisfied with the decision following a Disciplinary Incident Report may appeal as outlined below:

1. The student must submit any appeal by email to the Chair of the Department of Health and Exercise Science, with a copy to the MS-AT Program Director, within 10 business days of the date on which the decision was emailed to the student.
2. The appeal should state the basis for the appeal (e.g., procedures required by this policy were not followed, fundamental unfairness of the decision, etc.).

3. The Chair will communicate his/her decision via email to the student, with a copy to the MS-AT Program Director.
4. A student who is dissatisfied with the Chair's decision has the right to appeal the decision to the Dean of the Beaver College of Health Sciences in writing by email within 10 business days following the date of the Chair's decision. The Dean may choose to involve the Office of Student Conduct (if not already involved) or confer with the University's Provost in the process. The Dean's decision is final.

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Rights and Responsibilities

MS-AT Program Responsibilities

Course Syllabus

Every course offered by the MS-AT Program is described in the faculty member's syllabus. In addition to related University and Departmental [policies](#) regarding attendance, integrity, and disability resources, the course syllabus will state the course description and objectives, course text and required materials, content to be covered during the semester, assignments and evaluation methods, course policies, and specific course requirements.

Programmatic Advising

Advising and consultation are integral to the professional development of MS-AT students. The MS-AT Program Director is typically the advisor for all MS-AT students. However, students may be assigned a specific MS-AT faculty advisor.

Faculty Contact/Office/Support Hours

Per University policy, each faculty member must maintain contact or office hours to consult with students. A schedule of the hours and preferred contact methods will be provided in each course syllabus. If faculty contact hours conflict with students' classes, students may request a mutually convenient appointment time.

Policies and Procedures that Protect Health and Safety

The MS-AT Program will ensure that all learning environments where students are involved in real or simulated client/patient care (including teaching laboratories) have policies and procedures that protect the health and safety of students, faculty, and clients/patients that meet the CAATE Standards (below). These policies and procedures are accessible in this handbook (section of the handbook in parentheses):

- A mechanism by which clients/patients can differentiate students from credentialed providers (Clinical Education Policy)
- A requirement for all students to have emergency cardiac care training before engaging in athletic training clinical experiences and supplemental clinical experiences (Orientation)
- Blood-borne pathogen protection and exposure plan procedures that are immediately accessible (including requirements that students receive training, before being placed in a potential exposure situation and annually thereafter, and that students have access to and

use of appropriate blood-borne pathogen barriers and control measures at all sites)
(Orientation)

- Calibration and maintenance of equipment according to manufacturer guidelines (Clinical Education Policy)
- Communicable and infectious disease transmission procedures that are immediately accessible (Communicable Disease Policy)
- Immunization requirements for students (Student Services)
- Patient/client privacy protection (FERPA and HIPAA) (Orientation)
- Radiation exposure (as applicable) procedures that are immediately accessible (Clinical Education Policy)
- Sanitation precautions, including ability to clean hands before and after patient encounters (Clinical Education Policy)
- Venue-specific training expectations (as required) (Clinical Education Policy)
- Venue-specific critical incident response procedures (for example, emergency action plans) that are immediately accessible to students in an emergency situation (Clinical Education Policy)

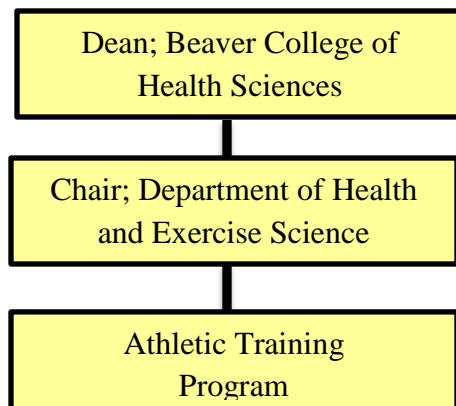
Posting of Grades

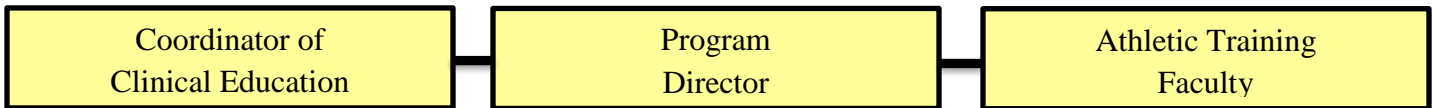
As soon as grades are determined at the end each of each semester or summer term, grades are posted electronically by the Registrar's Office and are available to students shortly after posting.

Privacy of Student Educational Records

Each student has a right to see his or her educational file. Third parties will not be permitted to request or receive any personally-identifiable information contained in student education records without the prior written consent of the student. However, Appalachian State University's policy, developed in accordance with the Family Educational Rights and Privacy Act of 1974, provides that directory information, as defined in the policy, may be provided to third parties unless the student has requested that their directory information be confidential. Such requests should follow the process detailed on the University Registrar's website. Any information beyond directory information will not be released to parents unless students provide written permission or if the parent can present evidence that the student is dependent on the parent for support.

Chain of Command





The following outline clinical and academic chain of command for the MS-AT Program. These chains are not exclusive, but serve as a guide for the student to resolve potential conflict:

- Clinical Education Situations: Student → Fellow Student (if applicable) → Preceptor/Supervising Clinician → Director of Athletic Training Services & Coordinator of Clinical Education → Program Director
- Academic Situations: Student → Fellow Student (if applicable) → Faculty Member → Program Director
- The Office of Student Conduct and the Office of Equity, Diversity and Compliance may be contacted as needed

MS-AT Student Rights and Responsibilities

In addition to the MS-AT Program’s Academic Standards for Retention, the following are rights and responsibilities of the MS-AT student:

General Information on Rights and Responsibilities

University Information on Student Rights and Responsibilities

Additional, University-wide student responsibilities are outlined below. Pursuant to these policies, the MS-AT Program has determined that any student whose conduct is unsatisfactory as defined in the Student Code of Conduct will be subject to appropriate disciplinary action. In the absence of exceptional circumstances, a student found guilty and who has exhausted all appeals may be dismissed from the program.

Student responsibilities at Appalachian State University are delineated in the [Appalachian State University Policy Manual](#). These include policies related to academics, safety, harassment and discrimination, drugs and alcohol, weapons, health, and many other areas. Please see the policy manual for a complete listing of policies related to students.

Non-Discrimination, Harassment, and Retaliation

Students have the right to an educational experience free from discrimination, harassment, and retaliation. Please refer to the University’s [Discrimination and Harassment Policy \(Policy 110\)](#) for more information.

Equal Opportunity

According to the Equal Employment Opportunity policy, Appalachian State University is committed to providing equal opportunity in education and employment to all applicants, students, and employees. The university does not discriminate in access to its educational programs and activities, or with respect to hiring or the terms and conditions of employment, on the basis of race, color, national origin, religion, sex, gender identity and expression, political

affiliation, age, disability, veteran status, genetic information or sexual orientation. The university actively promotes diversity among students and employees.

University Policy on Course Withdrawals and Refunds

The Appalachian State University [Medical Withdrawal](#) policy establishes guidelines for students requesting a course withdrawal during an academic semester in the event of serious short-term or long-term illness or health difficulties. Additional policy relates to circumstances under which a student can request a [Psychological Withdrawal](#) during an academic semester. Some students may be eligible to be granted a retroactive withdrawal if requested before the end of the subsequent semester. If approved, both regular and retroactive withdrawals convert grades from the assigned grade to a “W” for withdrawal. Courses with a “W” do not penalize students in regard to MS-AT program policies. Procedures for applying for withdrawals are outlined in the [policies](#).

Students who are experiencing serious health and/or mental health concerns are encouraged to talk with their course instructors and the MS-AT Program Director about their circumstances. If a student would like to request a refund of tuition and fees, MS-AT students should contact [Student Accounts](#) and follow their policy.

Student Input to the MS-AT Program

Students have several mechanisms for providing input to the MS-AT Program:

1. A MS-AT student will be selected to serve on any faculty search committees. This student will review applications, participate in interviews, and provide input regarding the interview itinerary and the candidates’ fit with the program needs. All students will have the opportunity to provide feedback to the search committee about finalists. Voting rights will be determined by University policy.
2. MS-AT faculty meeting agendas will be shared with the MS-AT students and students may either comment on the agenda or request to attend the faculty meeting.
3. One MS-AT student will also be selected each year to serve on the MS-AT curriculum committee. This representative will have voting rights. This student is expected to provide information to the entire MS-AT student body and to solicit feedback regarding the Program.
4. All students are requested to provide feedback on the MS-AT program when they complete the foundation curriculum and when they exit the Program. Anonymous surveys request detailed information regarding the curriculum, their assessment of their competence as generalist and advanced social workers, and the overall Program. These surveys are in addition to the feedback requested at the end of every semester in course evaluations and to separate, anonymous surveys of their preceptors. Finally, after students have graduated from the Program, an alumni survey may be distributed to solicit additional feedback.

Communication

MS-AT students are expected to check their appstate.edu email address regularly, as well as the ASULearn ATP Handbook and MS-AT course websites. This MS-AT Handbook can be accessed on the ATP Handbook ASULearn website.

Documentation in the MS-AT Program Management Software

MS-AT students will be required to enter academic information into the Program's management software called [eValue](#). Students will log the following information all while abiding by the University's *Academic Integrity Code*:

- Student biographical data
- Accurate, consistent time tracking of clinical experience hours
- Accurate, consistent logging of patient encounters
- Evaluations of preceptors and clinical sites
- Verification of the following:
 - Ability to meet the MS-AT Technical Standards
 - Immunization status that is consistent with University requirements
 - Privacy (HIPAA and FERPA) and emergency cardiac care training
 - Annually
 - Review and understanding of the MS-AT Handbook
 - Vaccinations and applicable infectious disease screenings
 - OSHA training
 - Orientation to each clinical site's: 1) critical incident response procedures (ie, emergency action plans), including the location of the plan at each venue; 2) venue-specific training (such as sanitation procedures, hand-washing availability, radiation exposure [if applicable]; 3) blood-borne pathogen exposure plan; 4) communicable and infectious disease policies; 5) documentation policies and procedures, 6) patient privacy and confidentiality protections, and 7) the plan for clients/patients to be able to differentiate practitioners from students (ie, "student" shirt or name tag/badge).

Work/Jobs Outside of the MS-AT Program

Appalachian State University does not pay students for athletic training services performed at clinical sites. These experiences are considered part of the students' academic preparation. Students are permitted to hold jobs while in the MS-AT Program either on- or off-campus. However, if the MS-AT Program Director, Coordinator of Clinical Education and/or preceptor feel that the work is interfering with the student's academic preparation, the student will be encouraged to curtail the work activity.

Program Costs

In addition to the normal University [tuition and fees](#) the MS-AT student will be responsible for the following, all fees are approximate and are subject to change at any time:

- Criminal background checks (CBCs): Annual CBCs will be performed and the cost is approximately \$19 for each check.
- Tuition differential: MS-AT students will pay up to \$1,000 per semester (0-2 credits \$250, 3-5 credits \$500, 6-8 credits \$750, 9+ credits \$1,000) during the two-year curriculum (\$4,000 total) in tuition differential. Summer sessions are excluded. Tuition differential is used to offset costs of operating a professional clinical program.
- Liability insurance: When registered for an AT prefix course with a clinical experience component, you will be billed approximately \$16.00.

- Vaccinations and infectious disease screenings: Cost depends on health insurance and copay amounts.
- Attire: In order to meet the dress code, the student is responsible for purchasing shirts labeled “athletic training student.” Two shirts will be provided by the Program to the student at the beginning of year one. Cost for additional shirts are approximately \$15.00 each. A collared game-day polo will be provided by the Program each year.
- Transportation and parking: During year one, students will be assigned clinical experiences in the area which may involve use of public transportation (AppalCart is a free bus service) or use of a vehicle. In order to park on campus for didactic courses and clinical experiences, students must purchase a graduate student or graduate assistantship permit at the [parking](#) office. During the year two immersive experience, clinical experiences may broaden to include other sites around the state, region, or nation. Travel costs involved with these clinical experiences are the responsibility of the student.

Potential Risks

Participation in clinical experiences exposes MS-AT students to potential risks including, but not limited to the following:

- Contacting blood or other bodily fluids
- Contacting harmful chemicals (ie, bleach, etc.)
- Contact with patients with communicable health conditions
- Exposure to environmental conditions (ie, cold, heat, weather events, etc.)
- Being struck by a flying object (ie, ball, bat, etc.)
- Colliding with athletes during practices and events
- Falling or slipping on a playing surface

Steps to minimize these risks will be discussed both in the classroom and by your preceptor at the beginning of each experience. An awareness of situations that are potentially harmful is crucial in this process.

Sex Based Misconduct Policy

Title IX of the Education Amendments Act of 1972 is a federal law that states, "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." According to the University's [Office of Title IX Compliance](#), "Appalachian State University values fostering a campus community that is safe and promotes the well-being of all individuals. Gender discrimination, sexual violence, and relationship violence are counter to our values institutionally." Please refer to the Office of Title IX Compliance and University policies and procedures that address sex based misconduct.

If, at any time, a MS-AT student feels they are subjected to or witnesses sexual misconduct the student must notify a faculty member or their preceptor/supervising clinician immediately. If this matter involves persons at a clinical education site, the student must notify the MS-AT Coordinator of Clinical Education immediately. Faculty and staff who become aware

of these types of allegations are required to report to the Office of Title IX Compliance within 24 hours.

Communicable Disease Policy

The purpose of the MS-AT Program Communicable Disease Policy is to protect the health and safety of all parties. The purpose of this policy is to ensure the welfare of the students enrolled within this department and major as well as those patients you may come in contact with during your clinical experiences. It is designed to provide athletic training students, preceptors, and athletic training faculty with a plan to assist in the management of students with infectious diseases as defined by the Centers for Disease Control and Prevention (CDC). This policy was developed using the recommendations established by the CDC for health care workers (www.cdc.gov).

What are Communicable Diseases?

A communicable disease is a disease that can be transmitted from one person to another. There are four main types of transmission including direct physical contact, air (through a cough, sneeze, or other particle inhaled), a vehicle (ingested or injected), and a vector (via animals or insects).

Communicable Diseases Cited by the CDC:

Bloodborne Pathogens	Conjunctivitis	Cytomegalovirus infections
Diarrheal diseases	Diphtheria	Enteroviral infections
Hepatitis viruses	Herpes simplex	Human immunodeficiency virus
Measles	Meningococcal infections	Mumps
Pediculosis	Pertussis	Rubella
Scabies	Streptococcal infection	Tuberculosis
Varicella	Herpes Zoster	Viral respiratory infections
COVID-19		

Guidelines for Prevention of Exposure and Infection

1. Students must successfully complete annual Bloodborne pathogens training prior to initiating formal clinical experiences.
2. Students are required to use proper hand washing techniques and practice good hygiene at all times.
3. Students are required to use universal precautions at all times. This applies to all clinical sites.
4. Patient care should not be performed when the athletic training student has active signs or symptoms of a communicable disease.

Guidelines for Managing Potential Infection

1. Any student who has been exposed to a potential infection before, during, or after a clinical experience should report that exposure to his/her preceptor immediately and to the coordinator of clinical education.

2. Any student, who demonstrates signs or symptoms of infection or disease that may place the individual and/or patients at risk, should report that potential infection or disease immediately to his/her preceptor.
3. The student is responsible for keeping the Clinical Education Coordinator informed of conditions that require extended care and/or missed class/clinical time. The student may be required to provide written documentation from a physician to return to class and/or clinical site.
4. If a student feels ill enough to miss ANY class or clinical experience that student should notify the appropriate instructor or supervising preceptor immediately.

Alcohol/Drug Use Policy

Appalachian State University's [policy on alcohol and drugs](#) views the illegal or abusive use of alcohol and/or drugs as contrary to the high standards of professional and personal conduct and incompatible with personal health and the pursuit of academic excellence. Illegal or abusive use of alcohol and drugs can adversely affect the academic community and educational environment. Therefore, the [Code of Student Conduct](#) contains specific policies and regulations regarding the use of alcohol and drugs.

Students enrolled in the MS-AT Program are prohibited from consuming or being under the influence of alcoholic beverages and other illicit drugs while they are participating in Appalachian State University sponsored events as a member of the MS-AT. These events include, but are not limited to, clinical education rotations/assignments and travel to away events or field trips. Travel includes from the time you depart until the time you return. *All MS-AT students, regardless of legal age (21 years or older for alcohol), are prohibited from consuming or being under the influence of alcohol and other illicit drugs at these MS-AT-related University sponsored events.* Students who violate this policy will be addressed via the procedures in the Academic Dishonesty Policy and/or the University's *Code of Student Conduct*.

Dress Code Policy

At all times, MS-AT students are to present themselves in a manner that promotes a neat, professional appearance. The dress code specifies appropriate attire for the athletic training facilities, clinics, and game/practice coverage.

Athletic Training is recognized as a healthcare profession. You should present yourself professionally, by being neatly attired and well groomed. Hair should be maintained and worn in a manner that prevents it from coming in contact with patients or modalities. Your appearance can determine someone's first impression and how you are treated. The following are guidelines for dress while engaged in educational opportunities including clinical hours and proficiency completion:

1. Shirts
 - a. ASU Athletic Training T-shirt or collared shirt.
 - b. *If the shirt does not designate you as a "student," then a student name tag/badge must be worn.***
 - c. Shirts must be tucked in at all times! No parachute tucks.
2. Sweatshirts

- a. Same as above.
- 3. Shorts/Pants
 - a. Khaki or black pants. No jeans.
 - b. Gym shorts are **not** acceptable. All shorts must be professional length (mid-thigh) and no tights or underwear may be visible.
 - c. No athletic/leisure pants (ie, sweats, yoga, leggings, joggers, etc.) allowed.
- 4. Shoes
 - a. Clean tennis shoes preferred, hiking boots are acceptable.
 - b. No open toe or heel shoes are allowed at any time.
- 5. Hats
 - a. Must have University approved logo and may not be worn inside.
- 6. Jewelry
 - a. Should not interfere with duties.
 - b. No nose rings, tongue rings, or other visible piercings (other than ears).
- 7. Watch
 - a. A watch with a second hand is required during clinical experiences.
- 8. Fingernails
 - a. Nails will be kept short at all times when enrolled in athletic training courses and participating in patient care.
 - b. When viewing the palm of the hand, nails should not be able to be seen past the finger pads.
 - c. Rationale:
 - i. Per Centers for Disease Control (CDC) guidelines:
 - 1. Germs can live under artificial fingernails both before and after using an alcohol-based hand sanitizer and handwashing.
 - 2. It is recommended that healthcare providers do not wear artificial fingernails or extensions when having direct contact with patients at high risk.
 - 3. Keep natural nail tips less than ¼ inch long.
 - ii. Long and/or sharp nails can puncture gloves and leave you at risk for disease transmission.
 - iii. Long and/or sharp nails can compromise a patient's skin.
 - iv. Long nails are not functional, nor professional looking in healthcare.
- 9. Game Day
 - a. Collared Appalachian State University game shirt.
 - b. Khaki or black shorts/pants.
 - c. or professional attire (eg, University basketball games).
- 10. Other
 - a. No cut-offs, mini-skirts, tank tops or midriff tops.
 - b. No apparel with holes.
 - c. No restrictive or tight clothing.
 - d. Refrain from wearing official gear to social events.
- 11. Violations
 - a. At the discretion of the staff and/or
 - b. Violators will be sent home to change.

12. Repeat violations will result in a meeting with the Coordinator of Clinical Education and possible suspension.

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Additional MS-AT Program Information

Financial Support Through Assistantships and Scholarships

Graduate Research Assistantships

Full-time MS-AT students who most recent overall grade point average is at least 3.0 may apply for a graduate assistantship in the Department of Health & Exercise Science. Selected students must maintain at least a 3.0 grade point average. Because of the didactic and clinical demands of the MS-AT Program, assistantships must be part-time. These part-time research assistantships are for up to 10 hours per week under the direction of a faculty member. Students may indicate their interest in an assistantship when they apply to the MS-AT Program. Assistantships are for one cycle of fall/spring and/or for one summer session. Continuing students may reapply by expressing their interest to the MS-AT Program Director.

North Carolina Tuition Scholarships

Full-time MS-AT students from out-of-state may apply for a NC Tuition Scholarship. This award covers the difference between in-state and out-of-state tuition and is highly competitive. Students must have a most recent grade point average of 3.4 and must maintain at least a 3.4 grade point average. Students may indicate their interest in this and other scholarships when they apply to the MS-AT Program.

Departmental and College Scholarships

Several scholarships are available to MS-AT students through the MS-AT Program and the Beaver College of Health Sciences. Availability is based on funding, and students may apply through the Beaver College of Health Sciences website and/or as part of their application to the MS-AT Program.

Additional Scholarships and Financial Support

Additional scholarships and financial support, including the Provost's Fellowship and the Diversity Fellowship, are available through the [Graduate School](#). Students may indicate their interest in these when they apply to the MS-AT Program. Students are encouraged to visit the University's Financial Aid [website](#) and office to inquire about financial support and to fill out a FAFSA.

Screening, Brief Treatment, and Referral to Treatment (SBIRT)

The MS-AT Program provides training to students, field instructors and community members in the universal screening tool, SBIRT. In addition, Nursing, Social Work, and Public Health Programs in the Beaver College of Health Sciences also participate, affording the student the opportunity to be involved in interprofessional learning. Each student will receive substance use

disorder content in the athletic training curriculum, which will include the first module of the three-module SBIRT program. Students may then choose to complete modules two and three and receive a certificate of completion from the Beaver College of Health Sciences. Module two consists of a day long training. Module three consists of practicing SBIRT at their clinical site, our interprofessional clinic or other approved site, receiving feedback from your supervisor or other SBIRT-trained employee and completing assignments on AsULearn.

Athletic Training Resources

Commission on Accreditation of Athletic Training Education (CAATE)

The [CAATE](#) evaluates and accredits athletic training programs to ensure these programs are meeting set [Standards](#) and providing a high-quality education to its students. Appalachian State University's Athletic Training Program is currently accredited by the CAATE. Complaints can be filed with the [CAATE](#). Before filing a complaint with the CAATE, the MS-AT student should explore all avenues to resolve the issue at the institution. The CAATE does not accept anonymous complaints. However, all information regarding the complaint remains confidential.

Board of Certification (BOC)

The [BOC](#) is the credentialing agency that provides the certification examination for the entry-level athletic training profession. This is the exam MS-AT students will plan to take in their final semester to obtain the ATC credential. "The BOC establishes both the standards for the practice of athletic training and the continuing education requirements for BOC Certified Athletic Trainers (ATs). The BOC also works with state regulatory agencies to provide credential information, professional conduct guidelines and regulatory standards on certification issues. The BOC also has the only accredited certification program for ATs in the United States and has a mutual recognition agreement with Ireland."

North Carolina Board of Athletic Trainer Examiners (NCBATE)

The [NCBATE](#) regulates the profession of athletic training in the state of North Carolina in the interest of protecting the health, safety, and welfare of the public. They enforce standards and criteria set forth in statute via the Athletic Training Licensing Act adopted in 1997. The provisions of the Licensure Act "do not apply to athletic training students under the supervision of a physician or licensed athletic trainer." In order to practice athletic training, MS-AT graduates, once passing the BOC exam, must apply for licensure or regulation in state in which they wish to establish residency.

Athletic Training Organizations

Appalachian State University's Athletic Training Students' Association (ATSA) is a university sanctioned student organization which promotes the advancement, encouragement, and improvement of the athletic training profession in all its phases, and strives to promote a better working relationship among those persons interested in the problems of athletic training by furthering the education and providing a social network for its members. Participation in ATSA by MS-AT students is voluntary, but encouraged, and represents a good opportunity for students to begin engaging in professional development and service. ATSA officers will make regular announcements concerning ATSA meetings and activities.

The National Athletic Trainers' Association ([NATA](#)) is the professional membership association for athletic trainers and its mission is to “represent, engage and foster the continued growth and development of the athletic training profession. MS-AT students are encouraged to join the NATA membership in order gain access to educational tools and job postings.

Our regional and state organizations are the Mid-Atlantic Athletic Trainers' Association ([MAATA](#)) and North Carolina Athletic Trainers' Association ([NCATA](#)). Both are affiliated with the NATA, yet they operate independently. The MAATA is in District Three of the NATA. These organizations develop their own bylaws and policies, and create programs and educational opportunities for athletic trainers and students. MS-AT students are encouraged to attend and potentially present their research at annual conferences at the state, region, and national level.

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Student Services

Appalachian State University has a strong commitment to providing services for students enrolled in the university:

- An overview of student services can be accessed on the website for [ASU's Student Life](#).
- Medical services are provided to qualified students by the [Mary S. Shook Student Health Services](#) at its location on the second floor of the Miles Annas Student Support Services Building on Howard Street.
 - **Immunization:** North Carolina law requires anyone entering college to present a complete immunization record to show their compliance with all required immunizations.
 - **Proof of Medical Insurance:** [University of North Carolina System policy](#) requires that all degree-seeking, on-campus graduate students who are enrolled in 9 or more hours and are eligible to pay the ASU Student Health Fee must provide proof of medical insurance.
- The [Office of Disability Resources](#) (ODR), located in Suite 112 Anne Belk Hall, assists eligible students and employees who have documented disabilities by determining and coordinating reasonable academic and/or workplace accommodations.
- The [Office of Intercultural Student Development](#) at Appalachian State University is located in the Plemmons Student Union.
- The [Counseling and Psychological Services Center](#), located in the Miles Annas Student Services Building.
- The [Early Intervention Team](#) (EIT) is a multidisciplinary initiative that can respond to concerns (academic, safety, physical or mental health, and well-being) about students made by faculty members, instructors, or other students.
- The [Office of Title IX Compliance](#), located in I. G. Greer Hall, supports the University's mission of scholarship through the promotion of equity, access, and civil rights throughout the campus community, fostering an environment free of discrimination and harassment on the basis of sex, gender, sexual orientation, gender identity, and gender expression, including sexual misconduct and relationship violence. Students may report instances of discrimination and harassment to this office.

- Additional student services
 - Additional services are available through the [Belk Library](#) the [Career Development Center](#) and the [Student Learning Center](#) and the [Student Legal Clinic](#). A full listing of Student Development services is available on the [Student Development website](#). These include services for Gay, Lesbian, Bisexual and Transgender students at the [Henderson Springs LGBT Center](#), [Women's Center](#), [University Recreation](#), as well as programs, resources and special events. A range of [Wellness and Prevention Services](#) are also available for enrolled students.