



Sacred Heart UNIVERSITY

ATHLETIC TRAINING

Master of Science in Athletic Training (MSAT)
Student Policy & Procedure Manual
2026-2027

Table of Contents

INTRODUCTION	i
Purpose of the MSAT Student Policy & Procedure Manual	i
Program Directory.....	i
I. OVERVIEW OF THE MASTER OF SCIENCE IN ATHLETIC TRAINING PROGRAM.....	1
MISSION.....	1
VISION	1
PROGRAM OVERVIEW	1
MSAT Program Student Learning Outcomes	1
Admission Requirements.....	2
CURRICULUM OVERVIEW.....	3
ACCREDITATION, CERTIFICATION AND LICENSURE	4
PROGRAM COSTS	4
Tuition, Fees, and Refund Policies	4
Additional Program-Related Expenses	5
II. ACADEMIC POLICIES	6
ACADEMIC PROGRESSION.....	6
Course Withdrawal Policy.....	6
Repeated Courses	6
Auditing a Course.....	7
Course Transfer or Substitution	7
Leave of Absence	7
STUDENT ASSESSMENT	7
Student Assessment Formats	7
Demonstration of Competency.....	8
Missed Assessment/Assignment Policy	8
GRADING POLICIES	9
Course Grading	9
Grade Changes.....	9
Grading Discrepancies	10
Incomplete Course Work.....	10
PROFESSIONAL BEHAVIOR IN THE ACADEMIC SETTING	10
Communication.....	11
Attendance	11
Technology Use.....	12

Academic & Professional Misconduct Procedures	12
ACADEMIC INTEGRITY	13
Violations	13
Second and Subsequent Violations.....	14
ACADEMIC PROBATION & PROGRAM DISMISSAL	14
Academic Probation.....	14
Program Dismissal	15
Program Dismissal Appeal Process	15
ACADEMIC ACCOMMODATIONS & THE OFFICE OF STUDENT ACCESSIBILITY	16
III. CLINICAL EDUCATION	16
REQUIREMENTS TO ENGAGE IN CLINICAL EDUCATION	16
Medical Clearance and Health Status Verification	17
Immunization and Health Requirements.....	17
Criminal Background Check	18
Emergency Cardiac Care Certification.....	18
CLINICAL PLACEMENTS	18
Clinical Site Orientation and Onboarding	18
Identification of Athletic Training Students in the Clinical Environment	19
Clinical Supervision	19
Transportation to Clinical Sites	20
Therapeutic Equipment Safety and Calibration	20
Radiation Exposure	20
PROFESSIONAL BEHAVIOR IN THE CLINICAL SETTING	21
Clinical Education Misconduct Procedures	21
ATTENDANCE OF CLINICAL EDUCATION EXPERIENCES	22
CLINICAL HOURS POLICY	23
Scheduling of Clinical Hours	24
Clinical Immersion Experience.....	24
Academic Assistance.....	25
Hardship Waiver	25
CLINICAL EDUCATION DRESS CODE	25
CLINICAL EDUCATION ASSESSMENT	26
Clinical Education Assessment Guide.....	27
Grade Scale for Clinical Education Evaluations.....	28
CLINICAL EDUCATION DOCUMENTATION.....	28

Clinical Hours Log	29
Patient Encounters Log	29
IV. MSAT PROGRAM POLICIES	29
ASSUMPTION OF RISK	29
INCLEMENT WEATHER	29
Academics	29
Clinical Education	30
CRIMINAL BACKGROUND CHECK POLICY	30
PATIENT/CLIENT PRIVACY PROTECTION	33
TECHNICAL STANDARDS	34
PROFESSIONALISM STANDARDS	35
Alcohol and Drug Use	35
Sports Betting	36
EXTRACURRICULAR ACTIVITIES	36
Student Employment	36
Varsity Student-Athletes	36
COMMUNICABLE AND INFECTIOUS DISEASE TRANSMISSION PROCEDURES	37
BLOOD-BORNE PATHOGEN PROTECTION AND EXPOSURE PLAN	38
V. SUPPORT FOR MSAT STUDENTS	39
ACADEMIC & TECHNOLOGY SUPPORTS	39
Academic Advising	39
Office Hours	39
Center for Teaching and Learning	40
Office of Student Advising & Success	40
Office of Student Accessibility (OSA)	40
PioTech Center	40
University Library	40
STUDENT LIFE SUPPORTS	40
Graduate Student Life	40
Counseling	41
Campus Ministry	41
Agape Center for Human Dignity	41
Pioneer Pantry	41
Dean of Students	41
FINANCIAL AID AND SCHOLARSHIPS	41

UNIVERSITY POLICIES	42
Anti-Discrimination Policy	42
VI. POLICIES FOR COMPLAINTS AGAINST THE PROGRAM	42
Complaints against the program that fall outside due process	42
Potential complaints against the program regarding CAATE accreditation.....	43
Public Comments or Complaints Against the Program Regarding Regional NECHE Accreditation	43
Public Comments or Complaints Against the Program Regarding Connecticut Office of Higher Education Accreditation	44

INTRODUCTION

Purpose of the MSAT Student Policy & Procedure Manual

The MSAT Student Policy & Procedure Manual contains policies and procedures designed to promote understanding and mutual respect among faculty, staff and students enrolled in the MSAT Program. This manual is also aimed at helping guide students through successful completion of the MSAT Program. The policies and procedures described in this manual are in addition to the policies, procedures, and standards outlined in the Sacred Heart University Graduate Catalog. Additionally, MSAT Program policies supersede general university policies. Faculty, staff, and students are required to adhere to the policies and procedures set forth in this manual.

Updating the MSAT Student Policy & Procedure Manual

The MSAT Faculty reserves the right to make revisions, as necessary, to the MSAT Student Policy & Procedure Manual at any time. Electronic notifications of any changes will be provided whenever a policy or procedure is modified. Updates, as appropriate, will also be reflected on the program's webpage where necessary.

Program Directory

Stephanie Clines, PhD, LAT, ATC

Associate Dean for Faculty Affairs, College of Health Professions
Director, Master of Science in Athletic Training Program
Associate Clinical Professor, College of Health Professions
cliness@sacredheart.edu
(203) 365-4475

Julie Nolan, PhD, LAT, ATC

Associate Clinical Professor, College of Health Professions
nolanj5@sacredheart.edu
(203) 365-4521

Shawn McNamara, DAT, LAT, ATC, CSCS

Director of Clinical Education, Master of Science in Athletic Training Program
Assistant Clinical Professor, College of Health Professions
mcnamaras4@sacredheart.edu
(203) 396-8033

Chrystyne Maloney

Administrative Assistant, Athletic Training & Exercise Science
maloneyc29@sacredheart.edu
(203) 416-3934

I. OVERVIEW OF THE MASTER OF SCIENCE IN ATHLETIC TRAINING PROGRAM

MISSION

The Master of Science in Athletic Training Program at Sacred Heart University prepares skilled, evidence-based clinicians committed to ethical, patient-centered, and collaborative practice. Through rigorous didactic and clinical education, the program fosters integrity, clinical excellence, and lifelong learning, equipping graduates to provide high-quality care to diverse populations.

VISION

The Master of Science in Athletic Training Program aspires to be recognized for graduates who exemplify clinical excellence, integrity, and professionalism, reflecting the strength and quality of their preparation for independent practice.

PROGRAM OVERVIEW

The Master of Science in Athletic Training (MSAT) is a full-time, professional graduate program designed to prepare students for entry-level clinical practice as athletic trainers. The program begins in the Summer II term immediately following acceptance.

The curriculum integrates rigorous didactic coursework, problem-based learning, and immersive clinical education to develop the knowledge, clinical skills, and professional judgment required of healthcare practitioners. Through supervised clinical experiences with diverse patient populations, students engage in hands-on learning that reinforces and applies foundational concepts in real-world settings.

Graduates of the MSAT program are eligible to sit for the Board of Certification (BOC) examination and, upon successful completion, pursue state licensure to practice as athletic trainers.

MSAT Program Student Learning Outcomes

The MSAT Program will prepare students to:

- Demonstrate entry-level competence in athletic training knowledge and clinical skills required for safe and effective practice.
- Integrate current best evidence, clinical expertise, and patient values in clinical decision-making.
- Demonstrate ethical behavior and professional conduct consistent with professional standards.

- Provide patient-centered care that respects individual needs, preferences, and differences.
- Communicate and collaborate effectively within interprofessional health care teams.

Admission Requirements

Applicants to the MSAT program must have completed a bachelor's degree in any discipline and all prerequisite coursework prior to the start of the program.

For dual-degree students, matriculation into the MSAT program is contingent upon maintaining good academic standing, completing all prerequisite coursework, and earning the undergraduate degree prior to the start of the MSAT program.

To be considered for admission, applicants must meet the following criteria:

- Completion of the program's online application by the application deadline
 - Including submission of all final transcripts from institutions attended
- Cumulative GPA of 3.0 or higher
 - Prerequisite GPA of 3.0 or higher preferred
- Completion of the following prerequisite courses with a grade of "C" or better:
 - Anatomy & Physiology I with Lab
 - Anatomy & Physiology II with Lab
 - General Biology with Lab
 - Physics with Lab
 - Chemistry
 - Kinesiology or Biomechanics
 - Exercise Physiology
 - Nutrition
 - Statistics
 - General Psychology
- Personal statement (1-2 pages) describing interest in and preparation for a career in athletic training
- Two letters of recommendation addressing readiness for graduate study and/or potential as a healthcare professional
- Documentation of a minimum of 10-15 hours of observation under direct supervision of an Athletic Trainer
- Attestation of the ability to meet the MSAT Program's [Technical Standards](#)

Admission to the MSAT program is based on a holistic review of each applicant by the program's application review committee.

All students enrolling in the MSAT program must complete health clearance requirements, including verification of immunization status, and a criminal background screening prior to the start of the program and participation in clinical education experiences. All documentation is administered and verified through a program-designated compliance platform.

CURRICULUM OVERVIEW

The MSAT Program is a 52-credit graduate program spanning 5 semesters. To complete the MSAT Program, students will complete both didactic course work and clinical education requirements. For full course descriptions please visit the [MSAT Program Curriculum](#) website.

Summer I (9 Credits)

- AT 500: Emergency Care (3 credits)
- AT 502: Gross & Functional Anatomy (3 credits)
- AT 552: Principles of Evaluation and Treatment (3 credits)

Fall I (11 credits)

- AT 532: Evidence Based Practicum I (3 credits)*
- AT 554: Advanced LE Injury Management (6 credits)
- AT 576: Clinical Decision Neuro Pathologies (2 credits)

Spring I (11 Credits)

- AT 533: Evidence Based Practicum II (3 credits)*
- AT 555: Advanced UE Injury Management (6 credits)
- AT 577: Social and Behavioral Health (2 credits)

Fall II (10 credits)

- AT 634: Evidence Based Practicum III (3 credits)*
- AT 647: Management Strategies in Healthcare (2 credit)
- AT 657: Clinical Medicine Topics (3 credits)
- AT 698: Masters Capstone Preparation (2 credits)

Spring II (11 credits)

- AT 600: Clinical Practice in Athletic Training (2 credits)*
- AT 622: Athletic Training Seminar: Leadership (2 credits)
- AT 635: Evidence Based Practicum IV (3 credits)*
- AT 656: Clinical Decision Making in AT (2 credits)
- AT 699: Masters Capstone Completion (2 credits)

**Course includes a clinical education component*

ACCREDITATION, CERTIFICATION AND LICENSURE

Accreditation

The Sacred Heart University MSAT Program is a professional level athletic training program accredited by the [Commission on Accreditation of Athletic Training Education \(CAATE\)](#). The MSAT program is in good standing with the CAATE and holds a valid accreditation through 2027. The program will complete its reaccreditation review during the 2026-2027 academic year.

Certification Examination

Completion of an accredited professional level athletic training program leads to the eligibility to sit for the national Board of Certification (BOC) examination and enter the profession of athletic training.

In order to qualify as a candidate for the [BOC Certification Examination](#), an individual must be confirmed by the recognized Program Director of the CAATE accredited athletic training program.

State Regulation

Currently, 49 states and the District of Columbia regulate the practice of athletic training. Individuals must be legally recognized by the appropriate state regulatory agency prior to practicing as an AT. Providers practicing athletic training in Connecticut are required to obtain licensure from the [Connecticut State Department of Public Health](#). For information on Connecticut athletic training licensure requirements, please visit the CT Department of Public Health Athletic Training Licensure website. Information on regulation requirements for other states is available on the [Board of Certification, Inc.](#) website.

Students graduating from the Sacred Heart University MSAT Program are eligible for both National Certification and State Licensure.

PROGRAM COSTS

Tuition, Fees, and Refund Policies

Current tuition rates, university fees, and refund policies are published by Sacred Heart University and are available through the Office of Student Accounts. Prospective and enrolled students should refer to the University's published [tuition and fee schedules](#) for the most current information.

Additional Program-Related Expenses

The MSAT Program makes every effort to minimize additional student expenses. However, students are responsible for costs that may include, but are not limited to, the following:

- Textbooks and course materials not obtained through the University Library.
 - Copies of required textbooks and course resources are available through the SHU Library in electronic and/or print formats, subject to availability.
- CastleBranch registration and compliance tracking fees.
- Criminal background check fees.
- Physical examinations and health screening costs.
- Required immunizations, titers, and boosters, including documentation of immunization status for:
 - Varicella
 - Measles
 - Mumps
 - Rubella
 - Tuberculosis (TB) screening
 - Tdap (tetanus, diphtheria, and pertussis)
 - Hepatitis B
 - Additional immunizations or screenings required by individual clinical sites (e.g., influenza, COVID-19, or other site-specific requirements).
- Clinical attire and professional clothing.
 - Students will receive two official SHU Athletic Training polo shirts at the start of the program.
 - Students are responsible for obtaining additional required apparel, including pants, footwear, outerwear, and any replacement or supplemental uniform items.
- Transportation and travel expenses associated with clinical education experiences.
 - Students are responsible for transportation to and from all assigned clinical sites and for any associated costs, including fuel, tolls, parking, public transportation, and vehicle maintenance.
- Housing and living expenses.
 - Students are responsible for room, board, and personal living expenses while enrolled in the program.
 - Temporary housing, meals, and additional travel expenses may be required for immersive clinical experiences located away from the University campus or a student's primary residence.

Additional expenses may be incurred based on individual student circumstances, clinical placement assignments, or changes in University, program, or clinical site requirements.

II. ACADEMIC POLICIES

ACADEMIC PROGRESSION

To graduate with a Master of Science in Athletic Training (MSAT) Degree from Sacred Heart University, students must meet the following criteria:

- Complete all required athletic training courses with a grade of "C" or better
 - Pass/fail grades will not be accepted
- Earn an overall GPA of 3.0 or higher
- Satisfactorily complete all clinical education experiences
- Demonstrate professional behaviors that align with this manual and the NATA and BOC Code of Ethics.
- Apply for graduation in the fall semester of the final year in the program

Students must matriculate in accordance with the program requirements. Due to the "lock-step" nature of the MSAT curriculum, withdrawal from or failure to successfully complete a required course may impede the student's ability to progress in and/or complete the MSAT Program.

Course Withdrawal Policy

A student may withdraw from a course without penalty (grade of "W") if done by the withdrawal deadline for the semester (see the university [Academic Calendar](#) for withdrawal deadlines). The student is responsible for officially withdrawing from the course through the University Registrar. Please refer to Sacred Heart University's [Withdrawal Policy](#) for more information.

Nonattendance of a course does not constitute a withdrawal. Students who do not complete the official withdraw process in the specified time frame, fail to attend the course, and/or fail to complete required coursework will receive a grade of "F." Students will be responsible for all fees associated with withdrawing from or resuming a course.

Note: Student financial assistance may be affected by the withdrawal from a course. Students should check the University policies regarding the credit hour requirement to continue receiving financial aid.

Repeated Courses

Students are permitted to retake a required course within the MSAT curriculum only once. Failure to achieve a grade of "C" or better in the repeated course will result in recommendation for dismissal from the MSAT Program.

Auditing a Course

Students are not permitted to audit a required course within the MSAT curriculum.

Course Transfer or Substitution

Graduate course credit transfer is subject to approval by the Director of the MSAT Program in compliance with the University's transfer credit policy. Please refer to Sacred Heart University's Graduate Catalog for the University's Graduate Credit Transfer policy.

Leave of Absence

Students wishing to take a leave of absence must apply, in writing, to the Program Director using the procedures outlined in the University's Graduate Catalog. Students are highly encouraged to contact the Director of the MSAT Program prior to formal initiation of the leave of absence process to discuss personal and academic concerns that could result in the granting of a leave of absence.

STUDENT ASSESSMENT

Student Assessment Formats

Several assessment formats are used within the MSAT Program depending on the type and taxonomic levels of the learning objectives being assessed. Students should be aware that *examinations may be comprehensive over the entire semester and across the curriculum.*

Written Examinations: Written exams may consist of multiple choice, multi-select, matching, true/false, short answer, fill in the blank, and/or essay questions. Exams may be administered via a computer-based program or via a hard paper copy.

Multiple Choice Questions: Multiple choice examinations are used to familiarize students with the examination format used for the BOC examination, for their utility in measuring cognitive content, for their objectivity, and for the relative ease of automated scoring. These questions may be used to assess knowledge as well as higher levels of problem solving. Typical instruction for these types of questions is to "select the BEST answer." It is typical that some distractors (i.e. answer choices) may be correct, but are not the BEST answer option. Students are encouraged to read all answer choices before selecting a response as the BEST option for the question. This parallels instructions on the BOC examination.

Practical Examinations: Practical examinations consist of tactical, hands-on demonstration of skills. Students must demonstrate competence in the ability to apply clinical skills in order to ensure patient safety and effective clinical practice. Practical skills may be assessed using

various methods including, but not limited to, station-based assessments, patient simulations, and mock scenarios.

All testing items for both written and practical exams will be extracted from the course lectures and learning materials, as well as textbook and other assigned readings, videos, and lesson presentations as applicable. The format and general content of exams will be detailed by the instructor at least 48 hours prior to the exam date. Exams may be administered during or outside of the regularly scheduled class meeting time per the instructor's discretion. Appropriate notice and instruction will be provided for all exams given outside of the traditional class meeting time.

Demonstration of Competency

Students must earn a minimum of **80%** on both written and practical exams in order to demonstrate an appropriate level of competency. Competence for exams with multiple sections, such as practical exams, will be assessed via both the section score as appropriate, as well as the overall grade. In the event a student does not meet the competency score requirement on the first attempt of the exam the student will be allowed to remediate the exam, or respective failed section, one (1) time. The format of the remediation will be at the instructor's discretion. The timeline of the completion of the remediation is at the discretion of the instructor with consideration to course content and scheduling. If remediation must occur, no adjustments to the original grade will be made.

If a student fails to demonstrate competency on a written or practical examination, it is the student's responsibility to make an appointment with the course instructor to discuss his/her performance within a timely manner. The intent of the appointment is to assist the student in identifying the problem(s) or deficiency(s) and, when possible, to identify remediation strategies prior to the next exam.

Students who fail to complete their remediation or demonstrate a continual pattern of remediation in one or more courses across the MSAT program will have action taken to resolve the concern, which may include enactment of the MSAT Program's Academic Assistance Policy and/or recommendation for academic probation to the Professional Performance Committee.

Missed Assessment/Assignment Policy

If a student is unable to complete an assessment during its scheduled time, the student must provide the instructor with a valid reason for the absence PRIOR to the scheduled assessment date. Acceptable reasons for absence during an assessment include illness, religious holiday, death in the family, natural disaster, or previously approved travel associated with the student's clinical education assignment.

Special emergencies will be handled on a case-by-case basis. If a student has extenuating circumstances, they should communicate with the course instructor prior to the scheduled

assessment when possible. If communication prior to the situation is not possible, the student must contact the instructor within 24 hours of the scheduled assessment to discuss the reason for the missed assessment. Opportunity to reschedule the assessment is per the discretion of the instructor.

Failure to follow this procedure will result in a grade of zero (0) for the missed assessment and opportunity to make up the assessment will not be provided.

GRADING POLICIES

Course Grading

The MSAT program uses the [University grading policy](#) in determining course grades. Students will be awarded a letter grade for all courses in the MSAT program. The minimum passing grade for all MSAT courses is a C (73%). Pass/fail grades will not be accepted for completion of required athletic training courses.

University Grading Scale

Grade	Percentage	GPA Points
A	93-100	4.0
A-	90-92	3.67
B+	87-89	3.33
B	83-86	3.00
B-	80-82	2.67
C+	77-79	2.33
C	73-76	2.00
C-	70-72	1.67
D+	67-69	1.33
D	60-66	1.00
F	0-59	0.00

Grade Changes

Once officially recorded, grades may be changed only by the course instructor through the filing of an official grade change form to the University Registrar. Students should assume

responsibility for checking with the instructor and with the University Registrar to be certain the grade change has been recorded.

Grading Discrepancies

It is the student's responsibility to keep track of their semester grades. If a grading discrepancy is suspected on a specific assessment the student must notify the instructor within one week of the assessment being returned to the student. If a discrepancy is found the instructor will complete a re-evaluation and grade adjustment of the assessment. During the re-evaluation, the instructor reserves the right to review the assessment in its entirety for additional discrepancies. This re-evaluation could result in the identification of additional grading errors that may or may not favor the student. Correction of these errors by the instructor could result in the student earning a lower grade on the assessment than originally awarded. Notification of an assessment grading discrepancy after the allotted time will not result in a grade change.

If a grading discrepancy is suspected on the final course grade the student must notify the instructor within one week after the final grade has been submitted to the University Registrar.

Grade Grievance: Students who wish to appeal the final grade within a course can file a grade grievance in accordance with the procedures outlined in the Graduate Catalog.

Incomplete Course Work

Students who are awarded a grade of Incomplete in a required athletic training course, must complete the deficient course work PRIOR to the start of the subsequent academic term. Athletic training courses are sequential in nature and one cannot matriculate to the next course without first successfully completing the prior course. Any incomplete grade not changed within this designated time period will revert to an "F".

In unusual circumstances, the time period to rectify the incomplete grade can be extended up to one (1) year with the approval of the MSAT Program Director and Dean of the College. Degree credit for incomplete courses will not be granted unless the work is completed by the date assigned, which must be no later than one calendar year of the date on which the incomplete date is reported.

Students who are granted a grade of Incomplete will not be endorsed for the Board of Certification exam until all requirements of the incomplete are met.

PROFESSIONAL BEHAVIOR IN THE ACADEMIC SETTING

Students are expected to demonstrate professionalism, integrity, and respect in all academic and clinical settings. This includes interactions with faculty, staff, peers, and patients; adherence to course policies and expectations; academic honesty; and conduct aligned with

the values of Sacred Heart University and the athletic training profession. Students must uphold the ethical standards outlined by Sacred Heart University, as well as the Code of Ethics and core values established by the [National Athletic Trainers' Association](#) (NATA) and [Board of Certification](#) (BOC), Inc.

Communication

The primary form of communication expected by Sacred Heart University is via the school e-mail account. For the duration of the semester, faculty will customarily respond to receipt of student communication within 24-48 hours, during normal business hours and during business days (Monday-Friday, 8:30am-4:30pm). If the faculty member will be away from email for an extended period of time, an automatic reply message will be used to indicate that response may be delayed.

E-mail Formatting and Etiquette: Proper e-mail etiquette is required when communicating with the course instructor. E-mails must include an appropriate greeting and signature, as well as demonstrate proper grammar, spelling, and punctuation. Students will receive an initial reminder from the instructor if their communication does not meet the aforementioned requirements. Students who continue to send unprofessional emails after receiving a warning from the instructor (i.e. use of "text messaging language," lack of appropriate greetings, etc.) will not receive a response until the email is corrected and meets professional standards.

Please use a clear subject line when sending e-mails. It is recommended to include the course number in the subject line to help the instructor recognize and prioritize your communications.

Attendance

Per the University's Emergency Preparedness Plan, attendance will be taken. Students are expected to attend all classes and scheduled associated activities. The MSAT Program uses multiple active and engaged learning strategies in all courses that cannot be made up or replicated in the event of an absence. Clinical and professional behavior skills critical for practice are also learned during in-class experiences. Individual course requirements for attendance and participation may vary according to course syllabi, but missing class sessions will result in grade reductions. Generally, more than one unexcused absence will impact the student's grade in any course or clinical assignment.

At the instructor's discretion, excused absences will include an illness, family crisis, unforeseeable circumstance, or approved institutional activity. For a missed class to count as an excused absence for a scheduled institutional activity it must be communicated with the instructor ahead of time. Unforeseeable absences should be communicated with the instructor within 24 hours after the missed class to be considered excused. Students will be given one "free pass" for an absence per course per semester. For each subsequent unexcused absence a deduction of 2% will be taken from the overall course grade. **Three (3) unexcused absences will result in a reduction of one letter grade from the final overall course grade.**

In the case of a severe or chronic illness on the part of a student or their dependent over the course of a semester, the student must notify the Program Director as soon as possible, to determine if accommodations can be made or if a leave of absence from the program will be required.

Students are responsible for completing any assignments and/or course materials assigned during the missed class. Students are expected to make up excused exams or assignments missed within one week of returning to class at a time mutually agreed upon with the instructor.

Tardiness: Coming to class on time is also expected. For every three (3) times a student is late to class, it will count as one (1) unexcused absence. Students who are more than 30 minutes late to class will be considered absent from class for the day.

Technology Use

The use of technology and electronics (laptops, tablets, smart phones, etc.) will be required for successful completion of this program. Use of electronics and the internet in the classroom will be permitted for class related activities only. If technology is being used during class for unapproved, non-class related activities, the instructor reserves the right to dismiss the student from class for the day. Dismissal from class will be considered an unexcused absence.

All cell phones must be turned off and remain in the students' backpack for the entire class, unless prior arrangements have been made with the instructor. If a cell phone is being used during class for unapproved, non-class related activities the instructor reserves the right to "hold on to the phone" for the remainder of the class.

Repetitive violation of inappropriate use of electronics during class is considered unprofessional behavior and will be managed according to the professional behavior standards identified in this manual.

Academic & Professional Misconduct Procedures

Violations of professional behavior in the classroom, laboratory, or other didactic environments will be addressed promptly using the following procedure:

Step 1: Verbal Warning and Documentation

If a student engages in unprofessional or inappropriate behavior (e.g., disruptive conduct, repeated tardiness, failure to follow classroom expectations, disrespectful communication), the faculty member will meet privately with the student to address the concern. The faculty member will outline the specific behavior(s) and provide guidance on how to correct them. The faculty member may also notify the Program Director to ensure that a record of the verbal warning is noted.

Note: If the behavior is serious or poses an immediate concern to the academic environment, the process may proceed directly to Step 2 or higher.

Step 2: Written Warning and Plan for Improvement

If the behavior persists or the initial concern warrants formal documentation, the faculty member will issue a written warning. The student and faculty member will meet within seven (7) days to discuss the concern and begin developing a remediation plan.

The plan will include specific expectations for behavioral improvement, a timeline for resolution, and consequences for failing to meet expectations. This plan will be signed by both parties and filed in the student's academic record.

Step 3: Reassessment and Further Action

The faculty member and student will reassess progress at appropriate intervals. If the student fails to meet the expectations outlined in the plan or the behavior continues, the issue may be escalated to the Program Director for further review. Disciplinary action may include academic probation, referral to the Dean of the College of Health Professions, or dismissal from the program, depending on the severity and persistence of the misconduct.

Serious Ethical or Academic Misconduct

In cases involving academic dishonesty (e.g., plagiarism, cheating), harassment, discrimination, or violations of the NATA Code of Ethics or BOC Standards of Professional Practice, the above procedures may be superseded. These cases may be referred directly to the Program Director and/or the Dean of the College of Health Professions for investigation and formal disciplinary action, per university policy.

ACADEMIC INTEGRITY

All university programs and courses adhere fully to the University Policy on Academic Integrity, as stated in the [Undergraduate and Graduate Catalogs](#) and on the University's [Academic Integrity website](#). Students enrolled in the MSAT Program are expected to demonstrate honesty, integrity, and ethical conduct in all academic, clinical, and professional activities. Ignorance of academic integrity policies will not be accepted as an excuse for violations.

Violations

Academic misconduct includes, but is not limited to, cheating, plagiarism, unauthorized collaboration, falsification of information, unauthorized use of artificial intelligence (AI) tools, and other forms of academic dishonesty as defined by University policy.

Any suspected violation of academic integrity will be addressed in accordance with University procedures and reported to the University as required by institutional policy. In addition, all alleged violations involving MSAT students will be referred to the Professional Performance

Committee (PPC) for review. The Professional Performance Committee will evaluate the circumstances of the violation and determine whether corrective action is warranted.

Course-related academic penalties are determined by the course instructor and may range from a reduced grade on an assignment to a grade of "F" for the assignment and/or course, consistent with University policy. Program-level consequences may also be imposed by the Professional Performance Committee and may include a warning, remediation plan, professional behavior contract, probation, recommendation for dismissal from the MSAT Program, or other actions deemed appropriate based on the severity of the violation.

Second and Subsequent Violations

Consistent with University policy, a second or subsequent academic integrity violation will be considered a serious breach of professional and academic standards. Any second or subsequent violation will be reported to the University and referred to the Professional Performance Committee for review. The Professional Performance Committee will evaluate the circumstances of the violation and determine whether additional corrective action is warranted.

A second or subsequent academic integrity violation may result in additional program sanctions, including but not limited to probation, suspension from clinical education experiences, recommendation for dismissal from the MSAT Program, or other corrective actions deemed appropriate by the Professional Performance Committee. The Committee will consider the nature, severity, and pattern of violations when making its determination.

Use of Artificial Intelligence (AI)

The use of AI tools such as ChatGPT and similar technologies is permitted only when explicitly authorized by the course instructor. Students may use artificial intelligence tools only in accordance with assignment-specific instructions and course policies. If a student is uncertain whether AI use is permitted for a particular assignment or task, the student is responsible for obtaining clarification from the instructor before using such tools.

Unauthorized use of AI will be considered academic misconduct and will be addressed under the University's Academic Integrity Policy and the MSAT Program's Professional Performance Committee review process.

ACADEMIC PROBATION & PROGRAM DISMISSAL

Academic Probation

Students enrolled in the MSAT Program with a semester GPA below 3.0 will be placed on academic probation for the MSAT Program. To remove probationary status, students must achieve at least a 3.0 GPA in the following semester. Students placed on Academic Probation will receive notification in the form of a letter from the Professional Performance Committee (PPC) and the Dean of the College of Health Professions. The letter will identify the criteria

necessary to clear the probation status including the achievement of the minimum semester GPA or higher in the subsequent semester. Failure to meet the conditions of probation will result in recommendation for dismissal from the MSAT Program.

Note: A student on probation may be ineligible to receive financial aid from the University, college scholarship, or loan funds.

Program Dismissal

A student may be recommended for dismissal from the MSAT Program if the student fails to sustain satisfactory progress toward completion of the degree or if any of the following occur:

- Failure to earn the minimum required semester GPA of 3.0 during two (2) semesters in the MSAT program
 - The semesters **do not** have to be consecutive
- Failure to achieve a grade of "C" or better in a repeated athletic training course
- Demonstration of insufficient progress in meeting the athletic training educational competencies
- Unprofessional, unethical, or illegal conduct
- Serious violation of academic integrity policies or repeated violations of academic integrity policies, as determined through the University's Academic Integrity process and/or review by the Professional Performance Committee
- Inability to meet the Technical Standards of the MSAT Program
- Evidence of behavior that may hinder professional competence and interpersonal or professional relations
- Refusal for placement by two clinical sites due to the results of a criminal background check, drug, or fingerprint screening
- Failure to meet the criteria of an academic or clinical education learning contract
- Failure of remediation of professional behavior or conduct standards
- Failure to comply with College or University rules, policies, or procedures
- Suspension or dismissal from the University

Typically, a student will receive a verbal and/or written warning regarding concerns over their academic performance or behavior before dismissal is recommended. However, a student may, for adequate cause, be dismissed from the MSAT Program without previous warning. Per university policy, a student can appeal the decision.

Program Dismissal Appeal Process

A student whose matriculation has been terminated has the right to petition the Dean of the College. Such a petition should carefully delineate any information or extenuating circumstances that are currently unknown to the Professional Performance Committee, but which may influence a decision. The petition must include a plan for remediating deficiencies and for avoiding further academic or professional behavior problems in the future. If the Dean of the College does not receive a petition by the deadline specified in the letter of

termination, it will be assumed that the student has waived his or her right to such reconsideration. If a petition is received, the Dean of the College will then forward a student appeal to the Professional Performance Committee for review and a recommendation.

ACADEMIC ACCOMMODATIONS & THE OFFICE OF STUDENT ACCESSIBILITY

Sacred Heart University provides equal educational opportunities for all students regardless of disability status. Students requesting accommodations should contact the [Office of Student Accessibility \(OSA\)](#). Students must be registered with the Office of Student Accessibility and submit appropriate documentation to be granted accommodations. For further information, please contact Kathy Radziunas, Director of OSA, radziunask@sacredheart.edu.

III. CLINICAL EDUCATION

Clinical education occurs simultaneously with didactic course work beginning in the second term (Fall I) of the MSAT Program. Clinical education provides the opportunity for MSAT students to integrate and apply the didactic knowledge and skills gained through their academic coursework to the clinical environment through participation in the provision of direct patient care under the supervision of one or more competent clinical preceptors at an affiliated clinical site. Students may be assigned to work alone with a clinical preceptor or may be paired with other students from Sacred Heart University or another athletic training program for a collaborative clinical education experience. During the clinical education experience, students are given increased levels of responsibility based upon demonstrated knowledge, performance, and readiness.

REQUIREMENTS TO ENGAGE IN CLINICAL EDUCATION

Clinical Education is a required component of the MSAT curriculum. Successful completion of clinical education experiences is a requirement for graduation from the MSAT program. The following are prerequisites for participation in clinical education:

- Maintain a cumulative GPA of 3.0.
 - Students who do not meet the GPA requirement and are on academic probation must have the approval of the MSAT Program Director to participate in clinical education
- Successfully complete required program coursework
- Maintain current Emergency Cardiac Care (ECC) certification

- ECC certification must meet current [BOC](#) requirements and be maintained prior to and throughout participation in clinical education experiences.
- Complete blood-borne pathogen training prior to participation in clinical education and annually thereafter.
 - Students must comply with the Program's Blood-Borne Pathogen Exposure Control Plan and use appropriate infection-control practices and personal protective equipment at all clinical sites.
- Complete Title IX training (Protection of Youth/mandated reporter)
- Complete patient privacy protection training (HIPAA & FERPA)
- Maintain current medical clearance with approved health status verification
- Have a current immunization record
- Meet the Technical Standards of the MSAT Program
- Meet any unique criteria of the assigned clinical facility. Common examples, in addition to a criminal background check, include fingerprinting and drug screening.

Students who are not in compliance with the above requirements will be removed from clinical education immediately until the situation is resolved.

Medical Clearance and Health Status Verification

Students must provide documentation of a physical examination completed by an appropriately licensed healthcare provider (MD, DO, PA-C, or APRN) within 12 months prior to beginning the Athletic Training Program. The physical examination must verify the student's ability to meet the program's Technical Standards and safely participate in clinical education experiences. Required forms must be submitted as directed by the program.

Immunization and Health Requirements

Students must provide official documentation demonstrating compliance with all required immunizations and health screenings. Required documentation includes verification of immunity or vaccination status for:

- Varicella
- Measles
- Mumps
- Rubella
- Hepatitis B
- Tuberculosis (TB) screening
- Tetanus, Diphtheria, and Pertussis (Tdap/Td)

Students requesting an exemption from a state-required immunization must comply with University procedures and provide all required documentation.

Declining vaccination may preclude the ability to engage in fieldwork required to complete the program. Students may accept vaccines at any date, however if delayed, it may impact the

ability to matriculate in the program. Sacred Heart University will bear no responsibility for failure to complete the program or graduate due to vaccine declination.

Criminal Background Check

Students must successfully complete a criminal background check prior to participating in clinical education experiences. Additional background checks may be required by affiliated clinical sites.

Emergency Cardiac Care Certification

Students must maintain professional rescuer-level emergency cardiac care (ECC) certification throughout enrollment in the program. Initial certification is provided as part of the MSAT curriculum; students are responsible for maintaining current certification thereafter.

CLINICAL PLACEMENTS

Clinical placements are determined by the MSAT Program Director and Director of Clinical Education based on course sequencing, site availability, student needs and goals. A student's preference may be considered but is not guaranteed. Students will be placed in a variety of clinical settings throughout their enrollment in the MSAT program, including on-campus and off-campus sites such as high schools, colleges/universities, rehabilitation clinics, and physicians' offices. In addition to gaining exposure to a variety of clinical settings, students will gain experience providing care to a diverse population of patients and sport or activity requirements. All students will be exposed to contact sports. Additionally, students will be required to participate in an athletic preseason.

Clinical Site Orientation and Onboarding

Prior to participating in patient care activities at a clinical education site, athletic training students must complete a site-specific orientation conducted by the preceptor or designated site representative. The orientation shall occur at the beginning of each clinical education experience and before any client or patient encounters.

The orientation must include applicable site policies and procedures, including but not limited to:

- Critical incident response procedures and emergency action plans
- Blood-borne pathogen exposure procedures
- Communicable and infectious disease policies
- Documentation policies and procedures
- Patient privacy and confidentiality requirements
- Workplace safety procedures

- Equipment location, operation, and safety considerations
- Site-specific logistical information and expectations
- Communication procedures and professional conduct expectations

As part of the orientation process, the preceptor is responsible for introducing the athletic training student to relevant personnel and explaining the student's role within the healthcare team. Students must be clearly identified as athletic training students and may not represent themselves as certified athletic trainers, licensed healthcare professionals, or employees of the clinical site. Patients, athletes, coaches, and other healthcare personnel must be able to readily distinguish athletic training students from credentialed clinicians.

The orientation must also include a review of supervision expectations and the student's role within the clinical site.

Identification of Athletic Training Students in the Clinical Environment

Students are required to wear program-approved identification that designates them as an athletic training student whenever participating in clinical education activities, unless a clinical site has an approved alternative identification process.

Preceptors are responsible for introducing athletic training students to coaches, healthcare personnel, and other relevant staff during the onboarding process and for ensuring that students are appropriately introduced and identified during patient care activities.

Patients, athletes, coaches, and other healthcare personnel must be able to readily distinguish athletic training students from credentialed clinicians.

Students may not represent themselves as certified athletic trainers, licensed healthcare professionals, or employees of the clinical site unless they hold those credentials and are functioning in that role outside of their student responsibilities.

Clinical Supervision

The Preceptor is responsible for the supervision of the Athletic Training Student throughout the clinical experience and must be immediately available to intervene on behalf of the patient and student when necessary.

Opportunities for supervised autonomy are encouraged to enhance the student's clinical skills, knowledge, and confidence. Athletic training students are expected to develop increasing autonomy and clinical decision-making skills as part of their education; however, students may not provide unsupervised patient care or function as independent healthcare providers.

Students are not permitted to serve in the capacity of an unsupervised first responder.

Athletic training students shall not travel with a team or other patient population as the sole healthcare provider. Students may participate in team travel as part of a clinical education

experience when supervised by an assigned preceptor who is available to provide appropriate oversight and intervention.

Any concerns regarding appropriate supervision or patient safety must be communicated immediately to the Director of Clinical Education.

Transportation to Clinical Sites

MSAT students will complete clinical education experiences at a variety of on- and off-campus locations. Students are responsible for providing their own transportation to and from assigned clinical sites and for all associated costs (e.g., fuel, parking, tolls). The University and MSAT Program do not provide transportation or housing for clinical placements.

Students are responsible for any tickets, accidents, or other issues incurred while traveling to or from clinical sites. Therefore, students are highly encouraged to maintain appropriate auto insurance and to drive responsibly.

In some cases, clinical assignments may require travel to alternate locations (e.g., athletic events or outreach settings). It is the student's responsibility to coordinate travel with their preceptor and ensure timely arrival for all clinical activities.

Therapeutic Equipment Safety and Calibration

The Athletic Training Program requires that all therapeutic and diagnostic equipment used in clinical education settings be inspected, calibrated, maintained, and operated in accordance with manufacturer recommendations and the policies of the clinical site. Clinical sites are responsible for ensuring that equipment is maintained in safe working condition and that required inspections, calibration, and preventive maintenance are completed and documented as applicable.

Students may only use equipment for which they have received appropriate instruction and supervision. Any equipment malfunction, safety concern, or suspected maintenance issue must be reported immediately to the preceptor and appropriate clinical site personnel. Equipment determined to be unsafe shall not be used until it has been evaluated and returned to service according to clinical site procedures.

Radiation Exposure

Athletic training students may be present in clinical environments where diagnostic imaging procedures involving ionizing radiation are performed. Students are not required to participate in procedures that expose them to radiation as part of their clinical education; however, incidental exposure may occur while observing patient care activities.

Clinical sites that utilize radiographic imaging, fluoroscopy, or other radiation-producing equipment are responsible for providing orientation to applicable radiation safety policies

and procedures. Students must comply with all clinical site radiation safety requirements, including the use of protective equipment and restricted access areas when applicable.

Students shall follow the direction of their preceptor and imaging personnel to minimize radiation exposure and must immediately report any concerns regarding radiation safety to their preceptor and the Director of Clinical Education.

PROFESSIONAL BEHAVIOR IN THE CLINICAL SETTING

Students in the MSAT Program are expected to conduct themselves in a professional, ethical, and respectful manner in all clinical settings. This includes, but is not limited to, adhering to dress code policies, demonstrating appropriate clinical decision-making under preceptor supervision, maintaining patient confidentiality, using respectful communication, and upholding the standards set forth by the MSAT Program, Sacred Heart University, and the ethical codes of the NATA and BOC, Inc.

Clinical Education Misconduct Procedures

Violations of professional behavior will be addressed promptly using the following procedure:

Step 1: Initial Verbal Warning and Documentation

If a student engages in unprofessional behavior (e.g., inappropriate dress, poor communication, unsafe clinical practice, disruptive attitude, or other conduct unbecoming of a health care provider), the preceptor will meet privately with the student to address the behavior. The preceptor will outline the specific concern(s), including relevant dates, setting, individuals involved, and the nature of the behavior. The preceptor will provide guidance on how the behavior can be corrected. The preceptor will also notify the Director of Clinical Education to ensure that a record of the verbal warning is noted.

Note: In cases where the behavior poses a serious concern to patient safety or violates core ethical standards, this step may be bypassed and proceed directly to Step 2 or higher.

Step 2: Written Warning and Plan for Improvement

If the behavior continues, fails to improve, or warrants immediate documentation, the preceptor will issue a written warning outlining the concern and previous corrective steps. The student and preceptor will both sign the document, acknowledging that the issue has been formally discussed. A copy will be sent to the Director of Clinical Education and placed in the student's academic file.

Within seven (7) days of the written warning, a formal meeting will be held with the student, preceptor, and Director of Clinical Education to review the concern and initiate a remediation plan. This plan will include specific expectations for behavior change, a proposed timeline, and clearly defined consequences for failure to meet expectations.

Step 3: Reassessment and Additional Disciplinary Action (If needed)

The student's progress will be monitored and reassessed at appropriate intervals by the preceptor and Director of Clinical Education. If the student fails to meet the terms of the remediation plan or the unprofessional behavior continues, further disciplinary action will be considered. This may include temporary removal from the clinical site, academic probation, failure of the clinical course, or dismissal from the program depending on the severity and persistence of the issue.

At this stage, a meeting will be held with the student, preceptor, Director of Clinical Education, and Program Director (as appropriate) to determine next steps.

Serious Ethical or Professional Misconduct

In situations involving serious breaches of ethical or professional conduct—including violations of the [NATA Code of Ethics](#), [BOC Standards of Professional Practice](#), HIPAA regulations, or institutional policy—the above steps may be superseded. These cases may be referred immediately to the Dean of the College of Health Professions and handled according to University policies for professional misconduct.

ATTENDANCE OF CLINICAL EDUCATION EXPERIENCES

Students enrolled in the Master of Science in Athletic Training (MSAT) Program are expected to prioritize both their didactic and clinical education responsibilities. Clinical education is an essential component of professional preparation and must be treated as such.

Class vs. Clinical Conflicts

A student's primary academic obligation is to attend all scheduled coursework. Students may not voluntarily miss or be required to miss classes to attend clinical education or participate in other non-academic activities (e.g., employment, athletics, extracurricular activities, etc.). An excused absence from class may only be granted by the course instructor.

If a required athletic training course conflicts with a clinical assignment, the conflict must be addressed prior to the start of the clinical experience. Students must work with the Program Director and/or Director of Clinical Education, as well as the assigned preceptor, to resolve any such conflicts in advance. Preceptors do not have the authority to excuse students from classroom obligations.

Clinical Attendance Expectations

The student's secondary, but equally important, academic responsibility is to attend all scheduled clinical education experiences. Clinical assignments may occur during mornings, afternoons, evenings, and weekends, and may be adjusted based on patient needs, preceptor availability, or other factors related to the clinical site. Students are required to engage in clinical education as assigned and meet the required number of hours as outlined in the course syllabus.

All efforts should be made to minimize conflicts. Outside responsibilities—such as part-time employment, extracurricular involvement, or other personal commitments—must not interfere with clinical education obligations. Students are expected to schedule these commitments around their clinical responsibilities.

Excused absences from clinical education may be granted at the discretion of the assigned preceptor and may include personal illness, family emergency, approved institutional activity, or unforeseeable circumstances. If an unforeseeable event arises within 24 hours of a scheduled clinical assignment, it is the student's responsibility to communicate (e.g., via phone call or text message) with the assigned preceptor as soon as possible.

For any foreseeable schedule conflict (e.g., planned family event, institutional activity), students must notify their preceptor within a professionally reasonable timeframe, appropriate to the nature of the event.

Failure to adhere to clinical attendance expectations—without proper communication and approval—may result in a grade reduction in the associated practicum course.

CLINICAL HOURS POLICY

The clinical education program requires students to amass a minimum number of clinical hours per semester, as outlined below and in the syllabi of each practicum course. The number of hours a student can achieve is based on their respective practicum course. Additionally, students must complete their clinical hours over a minimum number of days per week in order to gain a full perspective of the clinical setting and ensure continuity of patient care. **Students are expected to attend clinical education throughout the duration of the clinical experience period, even if the hour minimum is achieved prior to the end of the clinical experience period** (i.e. students are not to “front-load” clinical hours).

Clinical Hours Requirements:	MSAT Level 1	MSAT Level 2
Average hours per week:	12-15	15-20
Minimum hours per experience:	180	225
Maximum hours per experience:	225	300
Minimum days per week:	3	4
<i>*Hour requirements represent a standard 15-week clinical rotation. See respective course syllabi for specific hours requirements</i>		

The average number of hours is a guide for preceptors and students however, students should not be exceeding the average hours per week on a consistent basis. It is understood that during some weeks, student's clinical hours may be above or below the guidelines due to the nature of the clinical site, Preceptor schedule, weather, etc. Students are expected to adjust their clinical schedule in the following weeks to account for these discrepancies and ensure they meet the minimum number of hours required for the clinical education period.

Students are required to have at least 1 day off in a 7-day period. Students should receive reasonable time off from clinical, particularly in relation to observance of religious holidays and other family or personal commitments as appropriate. Days off should be communicated with the Preceptor when determining the clinical schedule.

Failure to meet the clinical requirements will result in penalties, including but not limited to, grade reduction for the associated practicum course or being withheld from attending clinical education. In extreme situations, and after discussion with the Program Director, a student may receive an incomplete for the associated course. The student will be required to achieve matriculating standards prior to the start of the next academic semester.

Scheduling of Clinical Hours

Students should work with their Preceptors to develop a clinical education schedule that emphasizes quality clinical experiences and establishes an appropriate continuity of care for patients. This may include attending clinical on weekends, holidays, and school breaks. Clinical education is a required component of the MSAT curriculum and students are expected to prioritize the attendance of clinical education as they would the didactic portion of the program. Preceptors are expected to communicate schedule changes with the student within a timely manner to allow for reasonable scheduling adjustments to be made.

There are occasions where clinical education experiences to which students are assigned may fall outside of the traditional academic calendar or during times when classes are not in session. Examples of this include preseason, winter intersession, and spring break. **If the respective clinical rotation requirements align with a period when classes are not in session, the student is still expected to attend clinical education during that time.** For example, if a student has been assigned a fall sport clinical experience which entails a preseason, the student is required to make plans to attend preseason activities. During times when classes are not in session, students may exceed the weekly clinical hours requirements as appropriate, however students are still required to have at least 1 day off in a 7-day period.

Clinical Immersion Experience

Students in the MSAT Program are required to participate in an immersive clinical experience which aligns with the AT 600 course. The intent of the immersive clinical experience is to replicate the "day-to-day and week-to-week role of an athletic trainer." During the immersive clinical rotation, students should expect to replicate the schedule of their assigned preceptor and complete approximately 40-50 hours of clinical experience per week, with at least 1 day off per 7-day period. While students will be primarily focusing on the field work experience during the immersive clinical experience, the MSAT program may include online education during the immersive experience that does not detract from the nature of an immersive clinical experience.

Academic Assistance

Students who demonstrate underperformance in the classroom may have temporary adjustments made to their clinical requirements on a case-by-case basis. These adjustments may include, but are not limited to:

- Modified weekly clinical hour maximum
- Increase in the required number of days off from clinical per week
- Travel restrictions/ limitations with the assigned team
- Other adjustments as deemed appropriate by the MSAT Program Director

All requirements of the associated clinical education experience must be met regardless of the modifications made as part of the academic assistance plan. Modifications that influence the completion of clinical hours may require the student to complete clinical hours outside of the traditional semester, which may result in an Incomplete in the associated practicum course until the clinical requirements are met.

Hardship Waiver

This application is designed to allow a student who feels they have an extenuating circumstance and would be unable to complete the required clinical hours of a practicum course, an avenue to express their situation. To complete a hardship application, students must submit a typed statement, which supports the need for a hardship waiver. The Director of Clinical Education and Program Director will review the application and, if approved, will work with the student to develop an appropriate plan for the completion of the clinical education requirements. This application must be submitted as soon as the situation arises and is not retroactive. For further information please contact the Director of Clinical Education.

CLINICAL EDUCATION DRESS CODE

To promote the professionalism expected of healthcare providers, MSAT students must adhere to the following dress code during all clinical education experiences. Unless otherwise specified by the clinical site, standard clinical attire includes:

- SHU Athletic Training polo shirt or collared shirt issued by the clinical site
- Professional pants or shorts of appropriate color and length
- Closed-toed footwear that is appropriate and functional for the clinical setting
- Belt
- Watch
- Appropriate outerwear as needed (e.g. jackets, gloves, etc.)
- Business casual attire when indicated by the Preceptor

Students will be issued a name tag, which must be worn during clinical education to ensure clear identification and to distinguish the student from the preceptor.

SHU Athletic Training apparel should only be worn during program-approved activities. Attire must reflect professionalism and ensure the safety of both clinician and patient.

The following items are **NOT** permitted during clinical education experiences:

- Athletic wear i.e. yoga pants, gym shorts, tank tops, etc.
- Jeans
- Open-toed shoes, sandals, or flip flops
- Apparel with logos from institutions that are not SHU or the assigned clinical site
- Excessive jewelry that interferes with safe and effective patient care

Students are also expected to exhibit the following general personal hygiene and grooming standards:

- Hair must be clean, unobtrusive, and kept out of the eyes; long hair should be tied back during patient care
- Hands and fingernails must be clean at all times; fingernails should be trimmed to a length that does not pose a safety risk to patients
- Facial hair (e.g., beards, mustaches, goatees) must be neatly trimmed and well maintained
- Discretion should be used regarding makeup, tattoos, jewelry, and piercings to maintain a professional appearance and ensure patient and clinician safety

Preceptors reserve the right to dismiss a student from the clinical site for the day if attire is deemed inappropriate based on the site's dress code expectations.

CLINICAL EDUCATION ASSESSMENT

The final grade for practicum courses is comprised based on didactic course work (50% of total grade) and clinical education assessments (50% of total grade). Students **MUST** pass both aspects (didactic and clinical) with a "C" or better to matriculate.

During each clinical experience students will be evaluated on their clinical knowledge, skills, and abilities as well as their professional behaviors in the development of becoming an Athletic Trainer. Students are expected to be reflective learners who take an active part in their own education. At mid-rotation, students will complete a *Clinical Self-Evaluation* form, which students are required to review and discuss with their assigned Preceptor. The mid-rotation evaluation should be used to identify areas of strength and weakness as gleaned from the particular clinical experience. The final assessment occurs at the end of the clinical experience where the assigned Preceptor will complete a *Student Clinical Evaluation* form which will be used in the calculation of the final clinical grade. Students have full access to their completed assessments in ATrack and are required to meet with their Preceptors to discuss each assessment.

The rubric used for performance evaluation in the clinical setting is based on an adaptation of the Athletic Training Milestones Project. An example of the rubric scoring criteria is provided below in the Clinical Education Assessment Guide. Scoring of the final assessment is calculated using a GPA model where the grade is calculated by converting the average score per assessment criteria to a GPA score. The GPA score is then matched to a modified GPA scale based on the University grading scheme to identify the overall letter grade for the assessment. For example, a student scoring 4+4+3+3 = 14 total points/4 grading criteria = 3.5 point average; 3.5 = 91% = A-.

Clinical Education Assessment Guide

Score	Criteria
Aspirational (5 / A+)	Performs duties and demonstrates skills, knowledge, and abilities at an advanced level well beyond the expectation of an AT student (i.e. equivalent to a newly certified AT).
Advanced (4 / A)	Performs duties and demonstrates skills, knowledge, and abilities at a level above the expectation for the current AT student level.
Proficient (3 / B)	Performs duties and demonstrates skills, knowledge, and abilities as expected for the current level of the AT student. Some discussion and prompting may be necessary, but student is able to appropriately demonstrate skills/abilities.
Developing (2/ C)	Performs duties and demonstrates skills, knowledge, and abilities below the level expected for the current level of the AT student. Requires considerable supervision and correction.
Unsatisfactory (1 / D-F)	Performs duties and demonstrates skills, knowledge, and abilities at an unacceptable level for the current level of the AT student. Demonstrates an inability to perform duties correctly even under constant supervision.

While formal assessment occurs during two timepoints during the clinical education experience, students are encouraged to maintain an open dialogue with Preceptors throughout the experience to obtain informal feedback on their progress and development. Students should also develop appropriate goals for each clinical experience and discuss them with their Preceptor at the beginning of each placement in order to identify what the student aims to accomplish during the clinical experience, as well as practice self-reflection on perceived areas of strengths and weaknesses.

Grade Scale for Clinical Education Evaluations

Grade	Percentage	GPA Points
A+	96-100	4.1 - 5.0
A	93-95*	3.8 - 4.0
A-	90-92	3.4 - 3.7
B+	87-89	3.1 - 3.3
B	83-86	2.8 - 3.0
B-	80-82	2.4 - 2.7
C+	77-79	2.1 - 2.3
C	73-76	1.8 - 2.0
C-	70-72	1.4 - 1.7
D+	67-69	1.2 - 1.3
D	60-66	1.0-1.1
F	0-59	0.00
*SHU Grading policy does not extend beyond the letter grade A (range 93-100). Minor modification to the SHU grading policy has been made to allow for an A+ assessment consistent with the Aspirational category of the Athletic Training Milestones.		

Students are also accountable for completing their associated documentation for the clinical education experience by the corresponding deadlines outlined in the respective course syllabi. These items include the *Clinical Onboarding Form*, *Clinical Self-Evaluation Form*, *Evaluation of Clinical Preceptor* form, submission of clinical hours log, and submission of patient encounters log. All items will be completed in ATrack. Failure to complete each item by the designated due date will result in a deduction of 1% per item from the overall clinical grade.

CLINICAL EDUCATION DOCUMENTATION

The MSAT Program utilizes ATrack (atrackonline.com) for management of clinical education related materials and evaluations. Students are required to maintain their ATrack accounts. Inability to access this resource is not an excuse to miss assignments or not complete required documents. Students should contact the ATrack customer support team and notify the Director of Clinical Education if they experience technical difficulties.

Clinical Hours Log

Documentation of the clinical hours accrued is necessary as part of each practicum course. Countable hours include those spent engaging in active athletic training services and patient care such as preparing a team for practice or competition, attending practice or competition, or post-practice or competition treatments. Time spent traveling with a team, social breaks, homework, and other miscellaneous instances should not be included as part of the clinical hours log. Each week clinical hours need to be approved by the Preceptor. If hours are not logged within 7 days of completion, the hours will be "lost." It is the student's responsibility to input clinical hours, not Preceptors. Clinical hours obtained while not enrolled in a Practicum course will not count towards the respective clinical hour requirement.

Patient Encounters Log

Students will also be responsible for documenting their patient encounters throughout their time in the program. Tracking of patient encounters aids the Program and student in identifying the diversity of patient populations and pathologies experienced in the clinical setting. Documentation of patient encounters will occur using ATrack.

IV. MSAT PROGRAM POLICIES

ASSUMPTION OF RISK

Participation in the laboratory and clinical experiences expose MSAT students to potential risks from the skills being practiced and the nature of the athletic and healthcare environment. Students assume risk of injury when practicing clinical skills during designated laboratories or when completing educational experiences in the clinical environment. Students must be aware of the potential harmful situations to minimize injury. Students who sustain an injury must report the injury within 24 hours to the course instructor/Preceptor and the Program Director.

INCLEMENT WEATHER

Academics

The MSAT Program follows Sacred Heart University's inclement weather closings and delay procedures. If on-campus classes are canceled due to weather, students are expected to make up any missed work.

Course instructors will contact students in a timely manner regarding the continuation of instruction. Depending on the nature of the course and the content planned for that day, the instructor may choose to pivot to a virtual meeting format (e.g., Zoom, Teams) during the regularly scheduled class time or at an alternative time. In some cases, class sessions may

need to be rescheduled outside of the regularly scheduled time in order to meet course objectives.

Online courses will proceed as scheduled unless significant internet or system outages occur. Instructors will notify students of any changes to due dates or expectations resulting from weather-related disruptions.

Clinical Education

If a clinical education site is closed due to inclement weather, the student is not required to attend clinical. It is the student's responsibility to communicate with their clinical Preceptor on days in question. Student safety is a priority, and we encourage students to consider all available weather information and warnings when making the decision to attend clinical. If a student does not feel that they can safely travel to and/or from clinical due to inclement weather, the student must communicate these concerns with the assigned Preceptor in a timely manner and discuss a plan to make up any hours postponed due to the weather.

CRIMINAL BACKGROUND CHECK POLICY

Successful completion of the MSAT program includes satisfactory completion of the clinical education component of the curriculum. A majority of clinical sites now require students to complete a criminal background check prior to participating in clinical education placements. Some facilities may also require fingerprinting and/or drug screening. *State licensure laws may also restrict or prohibit those with criminal convictions from obtaining a professional license to practice following graduation. Additionally, national certification agencies may deem persons with criminal convictions as ineligible to sit for national certification examinations. Thus, students with criminal convictions or backgrounds may not be able to obtain required clinical education experience(s) thereby failing to meet the academic standards of the health profession's program.*

It is therefore the policy of the MSAT Program that all admitted students planning to enroll in the MSAT Program must consent, submit to, and satisfactorily complete a criminal background check (CBC) before registration for courses as a condition of matriculation. Matriculation will not be final until the completion of the criminal background check with results deemed acceptable to the Program Director or Director of Clinical Education. Students are permitted to register for classes if they have a flagged CBC, but must sign a waiver acknowledging the risks (see the CBC policy). The MSAT Program is aware that students cannot get financial aid until they are fully matriculated. Please note that a student may need to complete multiple criminal background checks throughout the program pending clinical affiliation site placements.

All expenses associated with the CBC, fingerprinting, and/or drug screening are the responsibility of the student. Students, who do not consent to the required background check, refuse to provide information necessary to conduct the background check, or provide

false or misleading information in regards to the background check will be subject to disciplinary action up to, and including, refusal of matriculation or dismissal from the program.

Some health care and education facilities require students to obtain a background check in a certain period of time or use a specific company to obtain background checks, drug testing, or fingerprinting. Other facilities accept background checks from any company in any time frame. The Director of Clinical Education will advise students prior to their clinical placement if the site requires a specific company or timeframe for the CBC, drug screening, or fingerprinting. It will be the student's responsibility to complete the background check, drug screening, or fingerprinting with the required company at their own expense within the timeframe specified by the site. If a site requires CBCs be completed, background check results may be sent to the site. The policy regarding who receives the results is determined by the site, not the MSAT Program or Sacred Heart University.

The MSAT Program currently uses CastleBranch to obtain background checks prior to admission, which will include felonies, misdemeanors, and sex offender status at federal, state, and local levels from ten previous years of residence. Each student must contact [CastleBranch](#) via a secure internet site. The Director of Clinical Education will advise the student when the CastleBranch system will need to be utilized prior to a clinical affiliation, and if, when, and how other checks such as fingerprinting and drug testing must be obtained.

Because several clinical facilities require the university to provide students' CBC results, the Program Director and Director of Clinical Education will need to have access to CBC inquiry results during a student's active enrollment in the MSAT Program at Sacred Heart University. All students' CBC information will be sent to the designated SHU faculty/staff member and the Director of Clinical Education will be alerted of any adverse information; therefore, students using these services give permission for SHU to access their report upon signing the Applicant Statement of Understanding Regarding Background Checks and Professional Conduct.

In the case of adverse information in a CBC report, the Director of Clinical Education will proceed as follows:

- The Director of Clinical Education will review the student's University/Program application to determine whether the student reported the offense on his/her application.
- The Director of Clinical Education will contact the student to discuss the results and the student's perspective on the circumstances. The conversation will be documented in writing and included in the student's file. The student will be asked to sign an acknowledgement that s/he understands that a flagged background check may preclude the ability to be placed in clinical sites and therefore preclude completion of the MSAT program. Further, students will need to sign a statement attesting that they understand they will not be considered fully matriculated until they have a clear CBC,

have completed all program entry requirements, and that they are aware that they will be unable to receive financial aid until they are fully matriculated.

- The student will also be asked to sign a waiver agreeing to give the Director of Clinical Education permission to disclose to the facility that there was a problem with the background check. Failure to sign this will seriously jeopardize the student's ability to complete the degree requirements and may result in a recommendation for dismissal from the program, as the student would be ineligible for a required clinical placement. The University will have no obligation to refund tuition or otherwise accommodate students in the event that a CBC or drug screening renders the student ineligible to complete required courses or clinical placement(s).
- Should the student choose to continue in the program, the Director of Clinical Education will inform the site that there was a flag on a background check of a student; the Director of Clinical Education will not reveal the student's name to the site, rather, will identify the nature of the flag to the site and ask if such a student would be acceptable for placement at that site. The site will be asked to confirm acceptance in writing in a letter, fax, or email.
- If the student feels that an adverse CBC finding is in error, the student will be directed to speak with The State of Connecticut Department of Public Safety, Records Unit at 860-685-8480 to determine if further investigation is needed. Errors may occur in instances of:
 - CBC was completed on a different person with the same name.
 - CBC was completed on a similarly named person.
 - CBC returned information that was supposed to be sealed or expunged.

If the information is in error, the State of Connecticut will notify the student in writing of the results of the investigation and if the error has been fixed or removed. The student would need to provide proof of that documentation to Director of Clinical Education. If the adverse information is truly an error, no further action is taken.

If denied placement by the first clinical site as a result of a flagged CBC, drug screening, or fingerprinting, the Director of Clinical Education will attempt to find a second clinical placement and will follow the procedure outlined above. The student will be asked to sign a waiver agreeing to give the Director of Clinical Education permission to disclose to the facility that there was a problem with the background check. Failure to sign the waiver will seriously jeopardize the student's ability to complete the degree requirements. Students who are twice denied a clinical placement based on the results of a background check will be considered ineligible for placement and unable to complete the program and, therefore, will be recommended for dismissal from the program. The University and the MSAT Program have no obligation to refund tuition or otherwise accommodate students in the event that a CBC or drug screening renders the student ineligible to complete required courses or clinical placement(s).

Some clinical sites may require a clean report of a criminal background check within a specific time period prior to the start of the placement. Therefore, repeated or additional background checks prior to the start of a clinical education placement/rotation may be required at the student's own expense. Sites may also notify the MSAT Program by letter or electronically, or by noting the requirements on pre-placement confirmation forms as appropriate.

Criminal background information is strictly confidential, for use only by authorized MSAT Program faculty and/or administrative staff, and shall be retained only until the student graduates or is dismissed from the program.

PATIENT/CLIENT PRIVACY PROTECTION

The MSAT Program at Sacred Heart University is committed to protecting the privacy, confidentiality, and safety of all patients/clients encountered during clinical education experiences. This policy ensures compliance with HIPAA, FERPA (as applicable), MSAT Program requirements, and clinical site regulations.

Required Training: All students must complete HIPAA and FERPA training prior to beginning clinical education experiences and must comply with all clinical site-specific privacy and confidentiality training requirements.

Confidentiality Expectations: Students must maintain the confidentiality of all patient/client information obtained through clinical education. This includes, but is not limited to, verbal, written, electronic, photographic, and observed information related to patient identity, health status, diagnosis, treatment, or rehabilitation.

Students may access and use patient/client information only as necessary for educational and clinical purposes under appropriate supervision.

Social Media and Electronic Communication: Students must maintain professional boundaries in all social media and electronic platforms, including but not limited to Instagram, TikTok, Facebook, X, Snapchat, text messaging applications, and emerging platforms.

At minimum, students must:

- Not disclose or reference any patient/client information, directly or indirectly
- Not post images, videos, or content taken in clinical settings involving patients/clients
- Not engage in personal social media interactions (e.g., following, friending, messaging) with patients/clients or student-athletes encountered during clinical education experiences
- Not use social media or messaging platforms to provide clinical advice or discuss patient care

- Refrain from posting content that reflects unprofessional behavior or undermines the profession, program, or clinical site
- Students are expected to recognize that even de-identified clinical experiences may become identifiable through context and must be shared cautiously or not at all.

Clinical Site Policies: Students are required to follow all privacy, confidentiality, and documentation policies of their assigned clinical sites when such policies are more restrictive than MSAT Program policies.

Use of Patient/Client Information in Educational Settings: Patient/client information may be discussed in classroom or laboratory settings only when:

- It is used for legitimate educational purposes
- Identifying information has been removed or sufficiently de-identified
- Discussion occurs in a professional setting consistent with confidentiality expectations
- Students must not include patient identifiers or details that could reasonably lead to identification when presenting cases for academic purposes.

Reporting of Breaches: Any suspected or actual breach of patient/client confidentiality must be reported immediately to the Director of Clinical Education and/or Program Director and will be handled in accordance with university and clinical site policies.

Violations: Violations of this policy may result in disciplinary action, including removal from clinical placement, course failure, or dismissal from the program, and may be reported to clinical sites and/or the university.

TECHNICAL STANDARDS

Sacred Heart University's MSAT Program is committed to graduating competent, high quality athletic trainers who are safe and proficient healthcare providers. Athletic training education requires a variety of abilities and aptitudes needed to achieve the knowledge, skills, and competencies of an entry-level athletic trainer as expected by the Commission on Accreditation of Athletic Training Education (CAATE) and Board of Certification (BOC), Inc. The [MSAT Program Technical Standards](#) outline essential functions within the areas of observation, communication, sensory and motor function, intellectual abilities and critical reasoning, and professional behaviors that are required for successful completion of the degree requirements and professional practice as an athletic trainer.

Students must attest that they meet the program's technical standards as part of the application process for the MSAT Program. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodations, the student will not be admitted into or permitted to progress in the MSAT Program. Compliance with the MSAT

Program's technical standards does not guarantee a student program admission nor eligibility for the BOC, Inc. certification examination. If a student's physical, mental, or emotional health changes at any time during enrollment in the MSAT Program, it is the student's responsibility to notify the Program Director immediately, in writing, to recertify the ability to meet the technical standards.

Sacred Heart University provides equal educational opportunities for all students regardless of disability status. Students with disabilities (as defined by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act) requesting accommodations must contact the Office of Student Accessibility (OSA) and submit appropriate documentation to be granted accommodations. Whether or not a request for accommodation is reasonable will be determined on an individual basis. Determining what is a reasonable accommodation is an interactive process which the student/applicant should initiate with the Office of Student Accessibility and the college and/or MSAT Program. Accommodations cannot eliminate essential program elements, fundamentally alter the athletic training curriculum, and/or compromise clinician/patient safety. The MSAT Program reserves the right to identify situations or accommodations that compromise clinician/patient safety and/or fundamentally alter the nature of the program.

PROFESSIONALISM STANDARDS

Alcohol and Drug Use

As a student in a professional healthcare program, you are expected to exercise sound judgment and uphold the ethical and legal standards of the athletic training profession. This includes responsible behavior regarding the use of alcohol and drugs.

Students in the MSAT Program are required to comply with all federal, state, and local laws, as well as Sacred Heart University policies regarding alcohol and drug use. Violations, whether on or off campus, may result in disciplinary action by the University and the program and may be considered professional misconduct. Consequences may include academic probation, removal from a clinical education experience, or dismissal from the program.

Some clinical education sites may require drug screening as a condition of placement. Students must comply with all requirements set forth by their assigned clinical site.

If a student is suspected of being under the influence of alcohol or drugs during a clinical education experience, they will be immediately removed from the site and referred to the SHU Counseling Center for evaluation. Additional disciplinary action may be taken based on the outcome of the evaluation of the situation and in accordance with university policy.

Students are encouraged to seek support for substance-related concerns and can access confidential resources through Sacred Heart University's Counseling Center.

Sports Betting

As a student in the MSAT Program, your role as an emerging healthcare professional includes upholding the highest ethical standards, particularly during clinical education experiences. Participation in sports betting or gambling activities poses a significant risk to your professional integrity, especially when working with athletes, teams, and sports organizations.

In accordance with [NCAA guidelines](#) and expectations of professional conduct:

- Students should not engage in sports betting on NCAA, amateur, or professional sporting events while enrolled in the program.
- Students must not provide inside information (e.g., injury status, player participation, team strategy) to any individual involved in or associated with sports betting or gambling activities.

Some clinical sites, particularly NCAA institutions, may require students to complete formal sports wagering education and sign site-specific policies prior to starting clinical rotations. Students are expected to comply fully with all site-specific policies and institutional requirements.

Violations of this policy may result in disciplinary action, including removal from the clinical site, failure of the clinical course, or dismissal from the program. In cases involving violations of NCAA or site policies, students may also be subject to further institutional or legal consequences.

If students have any questions about what constitutes a violation, or whether a particular activity may be considered sports betting, they are encouraged to consult the Director of Clinical Education or Program Director before engaging in the activity.

EXTRACURRICULAR ACTIVITIES

Student Employment

Students are permitted to work while enrolled in the program, however it is the responsibility of the student to properly manage the demands of such an endeavor in concert with their clinical and academic responsibilities. Work schedules must not conflict with the program curriculum (clinical and didactic requirements). Additionally, students are not permitted to count their employment hours as clinical hours and are not to perform athletic training clinical duties or responsibilities while engaged in employment.

Varsity Student-Athletes

Those students who are participating in varsity athletics and pursuing the MSAT Degree must be able to acquire clinical hours while their sport is in-season at their assigned clinical site. If a student-athlete foresees an issue with acquiring the required clinical hours, a hardship waiver can be completed and filed with the Director of Clinical Education at the start of the semester (within the first 2 weeks of the term). Student-athletes must identify their traditional season for

each academic year. Student-athletes who participate in a sport that does not have a designated “competitive in-season” (i.e. track, rowing), must identify one semester (Fall or Spring) as their “competitive in-season;” student-athletes cannot declare both semesters as being in-season. If a hardship waiver has been approved, the student-athlete is required to maintain a minimum of 5 hours/week at their assigned clinical rotation during the competitive in-season semester. The student will be required to complete the remaining clinical hours outside of the traditional semester, which may result in an Incomplete in the associated practicum course until the clinical requirements are met. Student-athletes may participate in the non-traditional season only if it does not interfere with their clinical assignment. It is the student-athlete’s responsibility to notify his or her coach that off-season sports participation must be worked around the clinical education assignment.

COMMUNICABLE AND INFECTIOUS DISEASE TRANSMISSION PROCEDURES

To reduce the risk of disease transmission and protect the health and safety of patients, students, faculty, staff, and clinical personnel, students must follow all applicable infection prevention and control procedures in classroom, laboratory, and clinical education settings.

Students are expected to:

1. Follow all University, clinical site, Centers for Disease Control and Prevention (CDC), Occupational Safety and Health Administration (OSHA), and public health guidelines related to infection prevention and control.
2. Adhere to Standard Precautions and use appropriate personal protective equipment (PPE) when indicated.
3. Practice appropriate hand hygiene and personal hygiene at all times.
4. Properly clean, disinfect, and dispose of contaminated materials in accordance with established policies and procedures.
5. Maintain compliance with all required health, immunization, and clinical site requirements.

Reporting Illness or Exposure

Students who are experiencing symptoms of a potentially communicable or infectious disease, have been diagnosed with a communicable or infectious disease, or have been exposed to a communicable or infectious disease that may place others at risk must promptly notify their course instructor(s) and/or preceptor, as appropriate.

Symptoms requiring notification may include, but are not limited to, fever, vomiting, diarrhea, persistent cough, unexplained rash, or other symptoms identified by a healthcare provider or public health authority as potentially infectious.

Classroom, Laboratory, and Clinical Participation

Students should not attend classes, laboratories, clinical education experiences, or other program-related activities when doing so may place patients, classmates, faculty, staff, or others at risk of disease transmission.

Students who are experiencing symptoms of a communicable illness, have been diagnosed with a communicable illness, or have been exposed to a communicable illness that may place others at risk may be temporarily restricted from classroom, laboratory, and/or clinical participation until it is determined that they can safely return without posing a significant risk to others.

Students are responsible for complying with all attendance policies and communicating absences in accordance with program, University, and clinical site requirements.

Medical Evaluation and Return to Participation

The Program Director, Director of Clinical Education, preceptor, and/or clinical site personnel may require a student to seek evaluation from a licensed healthcare provider when there is concern regarding the potential transmission of an infectious disease.

When deemed necessary, students may be required to provide documentation from a licensed healthcare provider indicating that they may safely return to classroom, laboratory, and/or clinical activities.

The determination regarding a student's return to participation will be made in accordance with healthcare provider recommendations, University policies, and clinical site requirements.

Confidentiality

Information related to a student's health status will be handled in accordance with applicable federal and state laws, University policies, and clinical site requirements. Students with chronic infectious diseases, immunocompromising conditions, pregnancy, or other circumstances that may increase their risk of infection are encouraged to discuss any concerns with the Program Director and/or Director of Clinical Education so that appropriate precautions and educational planning can be considered.

BLOOD-BORNE PATHOGEN PROTECTION AND EXPOSURE PLAN

Students must complete blood-borne pathogen training prior to participating in clinical education experiences and annually thereafter. Students who fail to complete required training may not participate in clinical education activities until the requirement has been satisfied.

Students are expected to follow Standard Precautions and all applicable infection-control procedures in classroom, laboratory, and clinical education settings. Appropriate personal protective equipment (PPE) and infection-control measures must be utilized whenever exposure to blood or other potentially infectious materials may occur.

Any exposure to blood or other potentially infectious materials occurring during classroom, laboratory, or clinical education activities must be reported immediately.

For exposures occurring during classroom or laboratory activities, students must notify the course instructor and Program Director as soon as possible and follow all recommended medical evaluation and follow-up procedures.

For exposures occurring during clinical education experiences, students must immediately notify their preceptor and follow the exposure-control procedures of the clinical site. The student must also notify the Director of Clinical Education and/or Program Director as soon as reasonably possible.

Students are expected to comply with all required documentation, medical evaluation, treatment recommendations, and follow-up procedures associated with an exposure incident.

Blood-borne pathogen training, prevention practices, and exposure response procedures are based on current guidance from the Centers for Disease Control and Prevention (CDC), Occupational Safety and Health Administration (OSHA), University requirements, and applicable clinical site policies and procedures.

V. SUPPORT FOR MSAT STUDENTS

There are multiple support offices and resources available to support your learning and success at SHU.

ACADEMIC & TECHNOLOGY SUPPORTS

Academic Advising

MSAT Students are assigned to a faculty member within the MSAT program for assistance and advice throughout their academic careers. Any student may formally ask the MSAT Program Director for a change in advisor at any time if he or she feels such a change will improve their advising situation.

Office Hours

Office hours are a dedicated time where faculty are available to meet with students to discuss course content, answer questions, and provide feedback on assignments. During each semester, faculty will maintain weekly time blocks designated for office hours. It is encouraged that you email the faculty member to reserve a time to meet with them. If reserving an appointment with the faculty member, please be on time to your meeting and come prepared with the specific topics you'd like to discuss. If you need to cancel or reschedule your appointment, please notify the instructor at least 24 hours prior to the

appointment as a courtesy to other students who may also need to meet with the faculty member and can utilize that meeting time.

Center for Teaching and Learning

The [Center for Teaching and Learning \(CTL\)](#) offers tutoring, writing, and learning support for all SHU undergraduate and graduate students. Visit the [PASS Portal](#) to sign up for tutoring, submit a paper for feedback through the Online Writing Lab (OWL), or look up peer-assisted learning opportunities for specific courses. Questions? Contact CTLtutoring@sacredheart.edu.

Office of Student Advising & Success

The [Office of Student Advising & Success](#) offers appointments with student success coordinators and advisors who are ready and eager to meet with you about exploring majors and programs, and key academic skills such as time management. Questions? Contact studentsuccess@sacredheart.edu

Office of Student Accessibility (OSA)

Sacred Heart University provides equal educational opportunities for all students regardless of disability status. Students requesting accommodations should contact [OSA](#). Students must be registered with OSA and submit appropriate documentation to be granted accommodations. Questions? Contact Kathy Radziunas: radziunask@sacredheart.edu

PioTech Center

The [PioTech Center](#) offers technical support, including Blackboard and classroom technology help, across walk-in, phone, self-service, and help articles formats. Questions? Contact techsupport@sacredheart.edu

University Library

The [University Library](#) offers research and information support, in person and online. To begin your research now, you can book a study room, schedule an appointment with a librarian, and explore online tutorials all through the [SHU Library website](#). Questions? Contact reference@sacredheart.edu.

STUDENT LIFE SUPPORTS

Graduate Student Life

[Graduate Student Life](#) aims to support and encourage life on and off campus for Sacred Heart University graduate students. The Graduate Student Life staff serves as a liaison to make the transition and experience of graduate education easier, happier and more fulfilling.

Additionally, students in the MSAT Program can nominate a fellow classmate to serve as a representative on the Graduate Student Advisory Committee (GSAC).

Counseling

Students may experience a variety of challenges while enrolled at SHU. The University provides both [undergraduate counseling](#) and [graduate counseling](#) services via the [Counseling Center](#). Questions? Contact counselingcenter@sacredheart.edu

Campus Ministry

[Campus Ministry](#) provides faith-based support for students across religious backgrounds, including retreats, liturgical ministry, service experiences and more. Questions? Contact campusministry@sacredheart.edu

Agape Center for Human Dignity

The [Agape Center](#) seeks to create a welcoming campus culture grounded in Sacred Heart's mission and Catholic identity, through programs and services such as student-led Unity Clubs and organizations. Questions? Contact agapecenter@sacredheart.edu

Pioneer Pantry

This resource supplies students in need with food, clothing, hygiene supplies, menstrual products, and other items. Questions? Contact Rob Johnson (johnsonr8@sacredheart.edu) or agapecenter@sacredheart.edu

Dean of Students

If you are experiencing challenges with accessing food, housing, technology, or other resources that may affect your performance, I encourage you to contact the Dean of Students, Denise Tiberio, at tiberiod@sacredheart.edu. There are university resources available to support you.

FINANCIAL AID AND SCHOLARSHIPS

Sacred Heart University provides financial aid services through the [Office of Financial Aid](#), which supports prospective and enrolled students in exploring federal, institutional, and private funding options, including scholarships, grants, loans, and other financing options. Students are encouraged to contact the Office of Financial Aid for individualized guidance from financial aid counselors.

The College of Health Professions offers a limited number of scholarships annually, including the Patrick McCaughey Athletic Training Fund. Information regarding available scholarships and application procedures is published on the College's [scholarship webpage](#).

Additionally, students enrolled in the MSAT program are members of the National Athletic Trainers' Association (NATA) (membership included in program costs), which also provides

eligibility for scholarships through professional organizations such as the [NATA](#), [Eastern Athletic Trainers' Association](#), and [Connecticut Athletic Trainers' Association](#). Information regarding available scholarships and application procedures is published on the respective organization's websites.

UNIVERSITY POLICIES

Anti-Discrimination Policy

Discrimination and discriminatory harassment on the basis of protected characteristics, as defined in the University's [Anti-Discrimination and Discriminatory Harassment Policy](#), are strictly prohibited. This policy applies to all Sacred Heart University students, faculty, and staff.

VI. POLICIES FOR COMPLAINTS AGAINST THE PROGRAM

Complaints against the program that fall outside due process

The faculty and staff of the Master of Science in Athletic Training Program strive to demonstrate a high level of ethical values and professionalism in all its activities. In some cases, a situation may generate complaint for which no formal grievance process exists. The complaint should be written, signed, include details about the complaint as well as documented evidence and mailed to:

Program Director, MS in Athletic Training Program
Sacred Heart University
5151 Park Avenue
Fairfield, CT 06825

Please include contact information so the Program Director can reach you in order to resolve the complaint.

The following outlines the process for handling a complaint against the Program:

1. When possible, the Program Director will discuss the complaint directly with the party involved within 14 business days. The expectation is that the complaint can be satisfactorily resolved by this discussion. The Program Director will provide a written description of the resolution to the person complaining.
2. If dissatisfied with the outcome of the discussion with the Program Director, or if the complaint is against the Program Director, the complainant may submit a written complaint to the Dean of the College of Health Professions. The Program Director will provide the Dean with a written summary of previous discussions if applicable.

3. The Dean will discuss the matter with the Program Director and complainant separately and may schedule a joint appointment or conference call with the Program Director and complainant in attempt to reach a solution.
4. The Dean will provide the complainant and the Program Director with a written letter outlining the solution reached through this step.
5. If the complainant remains dissatisfied with the resolution provided, the last line of complaint is to the Provost, who serves as the chief academic officer of Sacred Heart University.
6. Any letters or documentation associated with the complaint from the complainant, the Program Director, Dean or Provost will be kept in a folder marked "Complaints against the Health Science Program" kept in the program's files for a period of five years.

Potential complaints against the program regarding CAATE accreditation

The Master of Science in Athletic Training Program at Sacred Heart University is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

Individuals who believe that the program is not in compliance with CAATE Standards or established accreditation policies may file a complaint directly with CAATE. Complaints may be submitted by students, faculty, staff, preceptors, administrators, employers, patients, or members of the public.

CAATE will consider only those complaints that relate to a program's compliance with accreditation Standards or established accreditation policies. CAATE does not intervene in individual student or faculty grievances, nor does it serve as a court of appeal for matters related to admission, academic standing, grades, promotion, dismissal, or other institutional decisions. Individuals are expected to utilize and exhaust the University's established grievance procedures before submitting a complaint to CAATE.

All complaints must be submitted in writing to the CAATE Executive Director's email. Anonymous complaints will not be considered. Additional information regarding the CAATE complaint process and procedures is available on the [CAATE website](#).

Public Comments or Complaints Against the Program Regarding Regional NECHE Accreditation

The New England Commission of Higher Education ([NECHE](#)) is the regional accrediting body for colleges and universities in New England. NECHE receives both public comments and complaints. Public Comments consist of observations about the quality of the University and its programs based on an individual's experience. Comments must be substantive but need not include evidence and may be written or emailed. Complaints must be written, signed and meet NECHE's criteria for complaints. NECHE's complaint criteria, procedures for filing complaints and links can be found on the [Comments & Complaints webpage](#).

Public Comments or Complaints Against the Program Regarding Connecticut Office of Higher Education Accreditation

The Connecticut Office of Higher Education is responsible for quality review of colleges located in Connecticut. If you believe that the University or Undergraduate Health Science Program has not fulfilled its promises, you may [file a complaint with the Office of Higher Education](#).

[Office of Higher Education](#)

450 Columbus Blvd, Ste 510
Hartford, CT 06103-1841
860-947-1800