



HEALTH PROFESSIONS

ATHLETIC TRAINING

CENTRAL MICHIGAN UNIVERSITY



**Master of Science
in Athletic Training**

Program Handbook

June 2026



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INTRODUCTION

Welcome to the Master of Science in Athletic Training (MSAT) Program at Central Michigan University (CMU). We are pleased to officially welcome you as you begin your graduate education and professional preparation to become a certified athletic trainer.

This handbook has been developed to serve as a comprehensive resource for students enrolled in the MSAT Program. It outlines the policies, procedures, expectations, and responsibilities that guide your academic and clinical education throughout the program. It also reflects the high standards and shared values of the faculty, preceptors, and staff who are committed to your professional development.

The MSAT Program at CMU is designed to provide rigorous academic instruction and athletic training clinical experiences aligned with the competencies and standards established by the Commission on Accreditation of Athletic Training Education (CAATE). Our curriculum emphasizes patient-centered, evidence-based clinical decision making, the development of cultural competence, scholarly inquiry, leadership, and service to the profession.

Faculty members are committed to a student-centered approach to teaching and mentorship. Throughout your time in the program, you will be challenged to engage deeply in your learning, demonstrate initiative, and take ownership of your educational experience. Success in this program will require dedication, active participation, and consistent effort on your part.

This handbook complements university-level policies and procedures and serves to clarify MSAT-specific guidelines. All students are expected to read, understand, and adhere to the policies outlined within. Additionally, students are required to check their CMU email account regularly, as it is the official method of communication for all program- and university-related information.

We encourage you to refer to this handbook often and to use it as a guide throughout your time in the MSAT Program. You are also encouraged to take advantage of the resources, mentorship, and opportunities available through CMU and the Mt. Pleasant community.

We look forward to working alongside you as you begin this important and rewarding journey toward becoming a healthcare professional.

Sincerely,

The Athletic Training Program Faculty



Section I

The Athletic Training Profession



ATHLETIC TRAINING EDUCATION AND PRACTICE

The Commission on Accreditation of Athletic Training Education

The Commission on Accreditation of Athletic Training Education (CAATE) is responsible for developing and upholding educational standards that ensure quality and consistency in the preparation of athletic training professionals. The CAATE accredits professional, post-professional, and residency programs in athletic training to promote excellence across all levels of education.

As a voluntary accrediting body, the CAATE is governed by a Board of Commissioners and led by a President, Executive Committee, and Executive Director. The organization is recognized by the Council for Higher Education Accreditation (CHEA), underscoring its commitment to accountability and continuous quality improvement in higher education.

The mission of the CAATE is to serve both the public and the profession by establishing and ensuring compliance with accreditation standards that promote quality outcomes, continuous improvement, innovation, and diversity within athletic training education.

Description of the Practice of Athletic Training

According to the Commission on Accreditation of Athletic Training Education (CAATE) and the Board of Certification for the Athletic Trainer (BOC), Athletic Trainers (ATs) are highly qualified, multi-skilled healthcare professionals who collaborate with physicians and other healthcare providers in the prevention, diagnosis, and management of emergency, acute, and chronic medical conditions involving impairments, functional limitations, and disabilities.

ATs play a vital role in a variety of clinical and occupational settings, including, but not limited to, secondary schools, colleges and universities, professional and amateur sports organizations, physician practices, rehabilitation clinics, occupational health settings, and military and public safety sectors. They work collaboratively with physicians, coaches, administrators, patients, and families to provide efficient, evidence-based care that enhances patient outcomes and optimizes physical performance.

Professional preparation as an athletic trainer emphasizes the development of knowledge and skills across the following domains of clinical practice established by the BOC:

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

Students become eligible to sit for the BOC certification examination by completing a CAATE-accredited professional program in athletic training. In alignment with CAATE Standards, programs deliver and assess athletic training-specific knowledge and skills through didactic coursework and supervised clinical experiences, including areas such as prevention, emergency care, assessment, and rehabilitation. Foundational knowledge, such as anatomy and physiology, exercise science, and nutrition, is typically acquired through prerequisite coursework and supports the professional content taught within the program

Michigan Board of Athletic Trainers'

The Michigan Board of Athletic Trainers' was created with the enactment of Public Act 54 of 2006, which amended the Public Health Code, Public Act of 1978.

The practice of athletic training, as defined in the Public Health Code, means the treatment of an individual for risk management and injury prevention, the clinical evaluation and assessment of an individual for an injury or illness, or both, the immediate care and treatment of an individual for an injury or illness, or both, and the rehabilitation and reconditioning of an individual's injury or illness, or both, as long as those activities are within the rules promulgated for this profession and performed under the direction and supervision of an individual licensed as an allopathic or osteopathic physician.

The Public Health Code mandates certain responsibilities and duties for a health professional licensing board. Underlying all duties is the responsibility of the Board to promote and protect the public's health, safety, and welfare. This responsibility is implemented by the Board by ascertaining minimal entry-level competency of health practitioners. The Board also has the obligation to take disciplinary action against licensees who have adversely affected the public's health, safety, and welfare.

Michigan Athletic Training Practice Laws and Regulatory Information

Public Act 54 of 2006, amended the Public Health Code, Public Act of 1978 (which governs the practice of athletic training) can be found [here](#).

Michigan Department of Licensing and Regulation. Occupational Regulation Sections of the Michigan Public Health Code. (Articles 1 and 15 of Act 368 of 1978) For Non-Prescribing Professions: Does not include Article 7 on Controlled Substances.

Mailing Address:

P.O. Box 30018 Lansing, MI 48909

Phone: 517-241-0199

Email: BPLHelp@michigan.gov

Bldg. Address:

611 W. Ottawa Street Ottawa Bldg. N Lansing, MI

Department of Licensing and Regulatory Affairs (LARA)



Section II

The Athletic Training Program



PROGRAM DESCRIPTION

Program Overview

The athletic training program at Central Michigan University (CMU), housed within the School of Rehabilitation and Medical Sciences (SRMS) in The Herbert H. and Grace A. Dow College of Health Professions (CHP), traces its origins to 1973, when athletic training first emerged as a discipline through minor coursework. In 1979, the program achieved major-level status - the first of its kind in the nation - and quickly gained accreditation in the 1980s. The program underwent further advancement in 2011–2012 with the introduction of a Bachelor of Science in Athletic Training (BSAT). In 2020, the launch of both the 3+2 BSAT/MSAT pathway and the standalone Master of Science in Athletic Training (MSAT) solidified our commitment to preparing students to become athletic trainers.

CMU's athletic training program has a longstanding reputation for innovation and excellence. As pioneers in athletic training education, our students benefit from early and immersive clinical experiences, small class sizes, and mentorship from dedicated faculty. The program supports diverse, hands-on clinical rotations across a wide variety of athletic training settings.

Upon graduation, students are prepared not only to pass the BOC exam but to embark on careers defined by excellence in patient-centered care, evidence-based practice, leadership, and service—core tenets of our program mission.

Accreditation

Central Michigan University is accredited by the Higher Learning Commission (hlcommission.org), an institutional accreditation agency recognized by the U.S. Department of Education.

Website: www.ncahigherlearningcommission.org

Phone: 800-621-7440



The program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

Website: www.caate.net

Phone: 844-462-2283



Professional Licensure Disclosure

The Master of Science in Athletic Training (MSAT) program at Central Michigan University prepares students for professional certification and, where applicable, state licensure. Eligibility for professional credentials, including state athletic training licensure and Board of Certification (BOC) examination eligibility, is determined by the relevant credentialing body or state regulatory authority.

Professional licensure requirements vary by state. Information regarding professional certification and licensure requirements for programs at Central Michigan University, including the MSAT program, is available through the university's official disclosures website: <https://www.cmich.edu/academics/accreditation-and-licensure-information/professional-certification-licensure-disclosures>.

Students are strongly encouraged to review this information, particularly if they intend to seek licensure or practice outside of Michigan, as requirements differ among states and may change over time.

The MSAT program does not guarantee eligibility for professional licensure or certification in any state. Responsibility for verifying current licensure requirements and compliance with state regulations rests with the student.

INSTITUTIONAL ALIGNMENT OF MISSIONS AND VALUES

The Master of Science in Athletic Training Program is grounded in and guided by the missions, visions, and values of Central Michigan University and The Herbert H. and Grace A. Dow College of Health Professions. Together, these statements reflect our shared commitment to excellence, innovation, and service.

Central Michigan University

Mission

Central Michigan University is defined by the success of our students and alumni, and by our collective impact with the communities we serve.

Vision

Central Michigan University will be nationally known for preparing innovators, learners, and leaders who positively impact their local and global communities.

Values

To achieve its mission and vision, CMU adheres to the core values of integrity, respect, compassion, inclusiveness, social responsibility, excellence, and innovation.

The Herbert H. and Grace A. Dow College of Health Professions

Mission

Through The Herbert H. and Grace A. Dow College of Health Professions, we foster and sustain a culture of excellence through collaborative clinical/professional practice, learner-centered education, leadership, research, and service.

Vision

The vision of the Herbert H. and Grace A. Dow College of Health Professions is to be nationally recognized for the development of professionals who contribute to an inclusive, healthy society.

Master of Science in Athletic Training Program

Mission

The athletic training program develops culturally competent clinicians through a student-centered learning community committed to excellence in patient care and professional practice.

ADMISSIONS

For the stand-alone, two-year MSAT program, students must have an earned bachelor's degree prior to beginning the MSAT graduate course work. Students currently in the 3+2 BSAT/MSAT program must be currently enrolled CMU undergraduate students.

Admission Requirements

1. A completed program application through [ATCAS](#).
2. Provide official transcripts from ALL colleges and universities attended.
3. A cumulative GPA of 2.8 or higher.
4. Proof of satisfactory completion of the following courses prior to beginning the MSAT program:
 - a. Nutrition
 - b. Anatomy
 - c. Physiology
 - d. Biomechanics/Kinesiology
 - e. Psychology
 - f. Biology
 - g. Chemistry
 - h. Exercise physiology
 - i. Physics
 - j. Statistics
5. Two professional recommendations:
 - a. One professional recommendation must be completed by an athletic trainer with whom clinical observation hours were obtained.
 - b. One professional recommendation must be completed by an instructor or professor.
6. Complete a minimum of 60 hours of clinical observation with an athletic trainer.
 - a. Verification of completed hours must be submitted on the [Verification Form](#)
7. Healthcare provider CPR/AED and first aid certification.
8. Admissions interview

Cost of Attendance

The costs of attendance can be found on the [Office of Scholarship and Financial Aid- Cost of Attendance website](#). Additional athletic training program related fees are located on the [program website](#).

Financial Assistant

Graduate students seeking financial assistance to complete the MSAT program may find information on the [Office of Scholarship and Financial Aid - Financial Aid website](#).

Time for Completion of Degree

Students in the Master of Science in Athletic Training (MSAT) program must complete all degree requirements in accordance with Central Michigan University Graduate Studies policies regarding duration of admission status and time for completion of degree. Students who require additional time beyond the university's standard limit must follow the official Graduate Studies process for requesting an extension. Students are responsible for reviewing and complying with the current policy published in the Graduate Bulletin.

TECHNICAL STANDARDS

The Master of Science in athletic training program at Central Michigan University is a rigorous and intense program that places specific requirements on students. All students must possess the perseverance, diligence, and commitment to complete the athletic training program as outlined and sequenced in our curriculum. It is the objective of this program to prepare graduates to enter a variety of athletic training employment settings and to render unique athletic training services and be an integral part of an inter-professional health care team. The technical standards establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skill, competencies and proficiencies of an entry-level BOC certified athletic trainer, as well as meet expectations of the program's accrediting agency (CAATE). The following abilities and expectations must be met by all students selected to the Master of Science in athletic training (MSAT) program and be maintained throughout the student's progress in the program. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student may be placed on progressive discipline or dismissed from the program.

Candidates for admission and athletic training students in the Master of Science in Athletic Training program must:

1. Assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm.
2. Demonstrate sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations utilizing accepted techniques; perform common prevention and emergency care techniques; and accurately, safely and efficiently use equipment and materials during assessment and therapeutic treatment of patients.
3. Communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes but is not limited to establishing rapport with patients and communicating judgments and treatment information effectively. Students must understand and speak the English language at a level consistent with competent professional practice.
4. Record the physical examination results and a treatment plan clearly and accurately.
5. Maintain composure and continue to function well during periods of high stress including the ability to respond with precise, quick, and appropriate actions in emergency situations.
6. Be flexible and adjust to changing situations and uncertainty in clinical situations.
7. Demonstrate affective skills and appropriate demeanor and rapport with patients, caregivers, and fellow students, instructors, and professional colleagues.
8. Be able to identify the development of possible mental health concerns in patients as it relates to injury pathogenesis and overall well-being.
9. Accept constructive criticism and respond by appropriate modification of behavior.

Student Disability Services will evaluate a student who states they can meet the program's technical standards with accommodation and confirm that the stated condition qualifies as a disability under applicable laws. If a student states they can meet the technical standards with accommodation, the agent for the University will determine whether it agrees the student can meet the technical standards with reasonable accommodation; this includes review of whether the accommodations requested are reasonable, taking into account whether the accommodations would jeopardize clinician/patient safety, or the educational process of the student or the institution, including all coursework, clinical education and immersive clinical experiences.

CURRICULUM

The Master of Science in Athletic Training (MSAT) program at Central Michigan University delivers a forward-thinking curriculum with a strong focus on diverse and effective teaching and learning methods. At the heart of the MSAT program is its commitment to active, hands-on learning. Teaching methods are thoughtfully designed to integrate academic coursework with practical experiences, ensuring students develop both theoretical knowledge and applied skills. Highlights of the program's instructional approach include:

Interactive Classroom Learning: Faculty employ dynamic teaching techniques to engage students in foundational topics, including injury prevention, therapeutic interventions, and evidence-based practice. Small class sizes foster personalized instruction and meaningful faculty-student mentorship.

Hands-On Lab Instruction: Students refine their skills in a controlled setting, utilizing state-of-the-art equipment and practicing advanced techniques in therapeutic modalities, manual therapy, and rehabilitation.

Immersive Athletic Training Clinical Experiences: The program incorporates five clinical placements, including two full-time immersive experiences. These real-world applications allow students to work alongside healthcare professionals at CMU-approved sites such as schools, hospitals, clinics, and professional sports teams.

Research-Driven Inquiry: Students engage in a progressive clinical research sequence, starting with ATR 500WI (Clinical Research I) and culminating in ATR 795 (Clinical Research II). This structure reinforces critical thinking and evidence-based decision-making.

Applied Problem-Solving: Through case studies, simulations, and clinical scenarios, students hone their ability to assess, manage, and rehabilitate athletic injuries and illnesses while prioritizing patient safety and well-being.

Cultural Competence and Equity in Care: With courses like ATR 792 (Cultural Competence in Health Care), the program emphasizes preparing students to deliver high-quality, respectful care to diverse populations.

The MSAT program's teaching and learning methods reflect a commitment to developing well-rounded athletic trainers who are not only skilled clinicians but also compassionate providers and lifelong learners. Additional program details, including its focus on board certification preparation and clinical education opportunities, are available on the program's website. This comprehensive approach ensures students graduate ready to excel in their careers and contribute meaningfully to the field of athletic training.

Curricular Sequence

Information regarding each of the courses can be found in the [Graduate Bulletin - MSAT Courses](#)

Year 1
Summer (6 credits)
ATR 600: Immersive Clinical Education I (4 credits)
ATR 605: Injury Prevention I (2 credits)
Fall Semester (13 credits)
ATR 500: Clinical Research I (3 credits)
ATR 610: Clinical Education I (1 credit)
ATR 680: Assessment I (3 credits)
ATR 681: Therapeutic Modalities (3 credits)
ATR 683: Therapeutic Rehabilitation I (3 credits)
Spring Semester (13 credits)
ATR 620: Clinical Education II (1 credit)
ATR 682: Assessment II (3 credits)
ATR 684: Assessment III (3 credits)
ATR 685: Therapeutic Rehabilitation II (3 credits)
ATR 687: Manual Therapy (3 credits)
Year 2
Summer (9 credits)
ATR 730: Clinical Education III (1 credit)
ATR 775: Emergency Care (3 credits)
ATR 786: Assessment IV (3 credits)
ATR 794: Pharmacology (3 credits)
Fall Semester (14 credits)
ATR 740: Clinical Education IV (1 credit)
ATR 751: Professional Responsibility in Athletic Training (2 credits)
ATR 765: Injury Prevention II (2 credits)
ATR 790: Evidence-Based Medicine (3 credits)
ATR 792: Cultural Competence in Health Care (3 credits)
Spring Semester (10 credits)
ATR 795: Clinical Research II (3 credits)
ATR 799: Immersive Clinical Education II (7 credits)

COURSE ASSESSMENT

Student performance in the Master of Science in Athletic Training (MSAT) program is assessed through written examinations, practical examinations, laboratory activities, clinical evaluations, assignments, projects, and other course-specific requirements as outlined in each course syllabus. Final grades are assigned in accordance with Central Michigan University Graduate Studies grading policies using the official university grading system. Graduate letter grades of A, A-, B+, B, B-, C+, C, and E may be assigned, along with other approved university grade designations when appropriate. A grade of C or better is required in all ATR 500, 600, and 700 level courses for progression in the MSAT program.

An Incomplete (“I”) grade may be assigned only when a student is unable to complete a small portion of course requirements due to circumstances beyond their control and the student is otherwise earning a passing grade. The instructor determines whether an Incomplete is appropriate and establishes the remaining requirements and deadline for completion. If the work is not completed within the time allowed by university policy, the Incomplete grade may be converted to the grade earned based on completed coursework.

Deferred grades (“Z”) are assigned only in approved situations consistent with university policy. The MSAT program follows all Graduate Studies policies related to grade assignment, incomplete grades, deferred grades, and grade changes as published in the Graduate Bulletin, and students are responsible for complying with both university and program-specific academic standards.

CLINICAL EXPERIENCE REQUIREMENTS

The athletic training program’s clinical experience requirements are designed to prepare entry-level athletic trainers for future employment in colleges and universities, secondary schools, clinics, hospitals, professional sports, as well as emerging settings like the performing arts, public safety, military, and occupational health. As a part of the athletic training program, students will take part in clinical experiences in a variety of settings including, but not limited to, collegiate athletic training, outreach rehabilitation, and secondary school athletics. The first and final clinical experiences will be immersive experiences, meaning the students’ focus is the clinical experience, as they will not be engaging in face-to-face courses.

- Note: Some clinical experiences will take place off campus. Students are required to cover travel-related expenses.
 - Students may be required to drive up to 50 miles to their clinical experience while completing in-person coursework at CMU.
 - For the second immersive experience, students may have an opportunity to travel distances greater than 50 miles which may include out of state.

All athletic training and supplemental clinical experiences will take place under the supervision of an approved preceptor who meets CAATE qualifications. *See Clinical Experience Supervision Policy for more details.*

Athletic Training and Supplemental Clinical Experience Schedules

Athletic training and supplemental clinical experiences may take place in the mornings, afternoons, or evenings depending on the site, setting, and time of placement. Because these experiences are scheduled around patient care and athletic practice times, students may need to adjust their personal and academic schedules each clinical experience to ensure availability during designated clinical hours.

Year 1
Summer
Preseason Collegiate Athletics*
Fall Semester
Collegiate Athletics
Spring Semester
ICC + Collegiate Athletics
Year 2
Summer
Supplemental^ + High school Preseason
Fall Semester
ICC + Supplemental^ + High School
Spring Semester
Individually selected/matched site*

*Immersive experience

^Timing of specific supplemental experiences (Affiliated Health Care Settings and Rehabilitation Facilities) will vary for each student. Whichever setting they do not gain experience in in the summer, they will go to in the fall.

- A. **Summer 1.** Students will complete their first immersive clinical experience with preseason collegiate athletics. Possible sites will include, but are not limited to, CMU, Northwood University, and Alma College. The immersive clinical experience will provide a full-time athletic training experience. Students will have opportunities to observe and practice athletic training skills and abilities related to injury prevention and professional behaviors.

- B. **Fall 1.** Students will complete their first athletic training clinical experience in collegiate athletics. Possible sites include, but are not limited to, CMU, Northwood University, or Alma College. Students will develop and progress clinical reasoning skills in musculoskeletal examination, diagnosis, and therapeutic interventions.
- C. **Spring 1.** Students will complete two athletic training clinical experiences, one in collegiate athletics and the other in CMU's Injury Care Center (ICC). Students will have opportunities to put theory-to-practice and synthesize their athletic training knowledge and skills. Students will be able to examine patients, interpret findings, and formulate a comprehensive plan of care.
- D. **Summer 2.** The second summer is devoted to fulfilling one of the supplemental clinical experiences[^]. Students will also participate in a clinical experience associated with high school preseason athletics. Both experiences will allow students to advance their critical reasoning, communication, and leadership skills along with athletic training clinical skills.
- E. **Fall 2.** Students will complete athletic training clinical experiences in the ICC and at a high school. Additionally, students will complete the remaining supplemental clinical experience. Students will integrate their athletic training knowledge, skills, and clinical decision making into patient care.
- F. **Spring 2.** Students will complete an immersive experience at a CMU athletic training program approved agency. Site selection follows a process that includes researching and communicating with various sites that will facilitate a capstone experience individualized to the student's goals. Possible sites include, but are not limited to, colleges, universities, secondary schools, clinics, hospitals, professional sports, or occupational health. Students will be given opportunities to demonstrate proficiency in athletic training skills and abilities related to domains of athletic training.

Background Checks

Athletic training students participating in clinical experiences are often required to complete criminal background checks. This requirement is driven by institutional policies and legal mandates, including Michigan Public Act 68 (1993) and the Student Safety Acts of 2006, which require background checks for school employees and volunteers. As an athletic training student, you are considered a volunteer and must comply with the protocols established by each clinical site or school district.

Background checks are conducted independently of the athletic training program and are managed between the student, the Herbert H. and Grace A. Dow College of Health Professions clinical compliance coordinator, and the clinical site. Associated costs may or may not be covered by the site. Because background checks are typically valid for one year, students may be required to complete multiple checks based on clinical site requirements.

A positive finding on a background check may result in removal or dismissal from the clinical experience by the site. Clinical education sites retain sole discretion regarding student placement. If a student is unable to secure or maintain required clinical placement due to background check results or related eligibility restrictions, progression in the Master of Science in Athletic Training program may not be possible.

Failure to disclose required information in accordance with the Criminal and Civil Disclosure Policy may result in review under the Student Retention and Progressive Discipline Policies.

HIPAA Compliance

Students participating in clinical education experiences will have access to protected health information and other sensitive data. As a condition of participation in any clinical experience, students must comply with all applicable federal and state privacy laws, including the Health Insurance Portability and Accountability Act

(HIPAA) and the Family Educational Rights and Privacy Act (FERPA), as well as all Central Michigan University policies and clinical site requirements related to confidentiality and data security.

Prior to the start of clinical education experiences, students are required to successfully complete all university-mandated privacy and security training, including but not limited to:

- Training provided by the CMU Office of HIPAA Compliance
- The HIPAA Health Professions Learning module

Documentation of successful completion must be on file with the program before a student may begin clinical placement activities. Some clinical sites may require additional site-specific HIPAA or confidentiality training. Students are responsible for completing any additional required training within the timelines established by the clinical site.

Students are expected to apply the principles learned in these trainings in all academic, clinical, and professional settings. Confidential information may be discussed only within appropriate educational contexts, for legitimate learning purposes, and only with authorized faculty or preceptors. The disclosure of protected health information through informal conversation, electronic communication, social media, or any unauthorized medium is strictly prohibited.

Failure to complete required training or failure to maintain patient confidentiality may result in removal from clinical education, review of the student's status in the MSAT program, and possible dismissal in accordance with program policies.

Drug Screening Requirement

Athletic training students participating in clinical experiences may be required to complete drug screenings. As a volunteer at these clinical sites, students must comply with site-specific protocols related to health and safety requirements. Drug screenings are managed independently of the athletic training program and are the responsibility of the student in collaboration with the Herbert H. and Grace A. Dow College of Health Professions clinical compliance coordinator and clinical site. Associated costs may or may not be covered by the site. A positive or diluted drug screen may result in dismissal from the clinical site. If this occurs, the athletic training program will initiate a review process. Failure to disclose such findings may result in disciplinary action as outlined in the Student Retention Policy.

In accordance with the Drug-Free Schools and Communities Act, as well as applicable federal and state laws, Central Michigan University prohibits the use, possession, or distribution of illegal drugs on campus or in connection with any university-sponsored activity. This prohibition includes marijuana, regardless of its legal status under Michigan's medical or recreational use laws, as it remains illegal under federal law.

Immunization Records

In preparation for clinical experiences, athletic training students may be required to provide documentation of up-to-date immunizations as required by clinical sites. Commonly required immunizations include Tetanus, Diphtheria, and Pertussis (Tdap); Measles, Mumps, and Rubella (MMR); Hepatitis B; Varicella (chickenpox); and, in some cases, the seasonal influenza and COVID-19 vaccines. Students are responsible for obtaining and submitting these records directly to Herbert H. and Grace A. Dow College of Health Professions clinical compliance coordinator and clinical site based on its specific requirements and deadlines. The athletic training program does not manage immunization compliance but can assist students by clarifying requirements when needed.

Tuberculosis (TB) Testing

In preparation for clinical experiences, athletic training students may be required to provide documentation of current tuberculosis (TB) screening as required by clinical sites. This typically includes a negative two-step tuberculin skin test (TST) or interferon-gamma release assay (IGRA), with renewal as required by the site. Additional evaluation may be required for students with a history of a positive test.

TB testing is one component of broader healthcare compliance requirements. Students are responsible for obtaining and submitting all required documentation directly to the Herbert H. and Grace A. Dow College of Health Professions clinical compliance coordinator and clinical sites in accordance with established deadlines. The athletic training program does not manage TB compliance but can assist in clarifying requirements.

Physical Examination

In preparation for clinical experiences, athletic training students may be required to complete a physical examination to ensure they are capable of safely performing the essential duties of their clinical placement. As with drug screenings and immunizations, this requirement is determined by the clinical site and is considered an independent responsibility between the student and the site. The cost of the physical exam may or may not be covered by the clinical site. Students must follow the specific protocols and timelines established by each site, and documentation of the completed physical may be required prior to beginning clinical experiences. If a physical form is needed to meet site requirements, one can be obtained from the athletic training program.

Typhon Student Tracking System

Our program uses the Typhon All Health Student Tracking System to support the clinical education of students by providing a centralized, web-based platform for logging, tracking, and managing clinical education activities. Typhon is designed to streamline documentation and reporting so that students and faculty can focus on education rather than paperwork.

Typhon enables students to record all required clinical experiences, including patient encounters, time logs, clinical procedures, and other learning activities. The Director of Clinical Education can monitor student progress in real time and ensure compliance with program and accreditation requirements. Preceptors can review and electronically approve student case logs and time logs directly in the system. Typhon is accessible 24/7 from any internet-connected device.

Key features of Typhon include:

- **Clinical Encounter Tracking** — Students enter patient demographics, ICD codes, procedures, clinical notes, shift time, and other encounter details; preceptors can review these details and approve clinical activities. Faculty can run reports on clinical activities.
- **Student, Preceptor, and Site Databases** — Centralized records for individuals and clinical sites, including contact information and documentation.
- **Evaluations and Surveys** — Web-based evaluations that can be created, assigned, and reviewed electronically. Used to evaluate students, preceptors, and sites. Quantify student reflection of progress on knowledge, skill, and ability attainment. Faculty can run reports on outcomes.
- **Scheduling and Curriculum Mapping** — Tools to organize clinical calendars and link clinical experiences to program objectives.
- **Student Portfolios** — Customizable e-portfolios to compile clinical logs, achievements, and program records.

GOALS FOR ATHLETIC TRAINING CLINICAL EXPERIENCES

The athletic training program aims to provide students with a wide range of athletic training clinical experiences across diverse settings. As students advance through the clinical portion of the program, every effort is made to ensure exposure to varied practice environments. Each student is paired with a preceptor at an approved clinical site. Preceptor and student goals have been established to guide students in recognizing available learning opportunities and developing the skills expected in each setting.

Athletic Settings

Preceptor/Athletic Training Clinical Experience Goals

- A. Illustrate the basic concepts of organizing and coordinating an athletic training program within a secondary and higher education institution.
- B. Provide experiences to observe the professional, ethical and legal parameters, which define the role of the athletic trainer in the treatment and rehabilitation of clients within the athletic setting, and the administration and implementation of an athletic health care delivery system at different levels of athletic competition.
- C. Provide opportunities to be responsible for documentation, maintenance of records and the confidentiality of medical files associated with the administration of athletic training health-care programs in the secondary and collegiate athletic setting.
- D. Demonstrate the roles of medical and non-medical individuals within the athletic health care system and recognize the athletic trainer's function as a liaison among these groups.
- E. Provide learning experiences, which will provide athletic training students an opportunity to develop the competencies and proficiencies necessary for effective functioning as an early career athletic trainer.

Student Goals

- A. Recognize and comprehend the moral and ethical responsibility for conducting a safe athletic program and the techniques possible for fully minimizing injury/illness risk factors, when possible.
- B. Appreciate the importance of developing and implementing a thorough, comprehensive athletic health care delivery system.
- C. Recognize the importance of cooperation among all individuals involved in the athletic health care system.
- D. Respect the injured athlete as an individual deserving of quality health care.
- E. Provide appropriate health care, which includes prevention, evaluation and diagnosis, immediate and emergency care, treatment and rehabilitation and referral to patients as illustrated in the facility Standard Operating Procedure (SOP) and/or Policies and Procedures (P/P).
- F. Recognize and accept the need for good interpersonal relationships among individuals who may become involved in the athletic health care system.
- G. Provide care that includes patients throughout the lifespan, different sexes, socioeconomic statuses, varying levels of activity and athletic ability, and non-sport ability.

Injury Care Center, University Recreation

Preceptor/Clinical Experience Goals

- A. Provide opportunities to observe the administration and organization of an injury care center in a recreational facility.
- B. Provide experiences to observe and appreciate the importance of cooperation and communication between different agencies (university recreation, health services and center staff), which have direct interest in the injury care center.

- C. Provide opportunities to interact with the various individuals using the recreational opportunities in the Student Activity Center and accepting each individual with or without a physical complaint without personal bias or prejudice.
- D. Provide opportunities for the athletic training student to conduct clinical evaluations and to formulate a clinical diagnosis, administer proper first aid, immediate and emergency care, treatment and rehabilitation, and make appropriate referrals per SOP and/or P/P.

Student Goals

- A. Provide appropriate first aid and immediate and emergency care according to accepted standards and refer patient to appropriate medical personnel per SOP and/or P/P.
- B. Provide clients with sound health information pertaining to injury and other health matters.
- C. Conduct a thorough clinical evaluation, formulate a diagnosis, and communicate their assessment and advice in a comprehensive manner; make appropriate referral per SOP and/P/P.
- D. Plan and implement basic treatment, rehabilitation/reconditioning programs, and communicate the program in an effective manner to patients with various backgrounds.
- E. Utilize objective criteria which will indicate to the individual their ability to safely return to physical activity.
- F. Accept the responsibility for completion of paperwork and maintain up-to-date and accurate records.

GOALS FOR SUPPLEMENTAL CLINICAL EXPERIENCES

The athletic training program aims to provide students with a range of supplemental clinical experiences across diverse healthcare settings. Preceptor and student goals for each supplemental clinical experience have been established to help guide students in understanding the learning opportunities and skills they are expected to develop.

Affiliated Health Care Settings

Preceptor/Supplemental Clinical Experience Goals

- A. Demonstrate the role and function of the physicians, physician assistants, nurse practitioners, and nurses at affiliated health care settings, in the treatment of illnesses and injuries sustained by patients at Central Michigan University, the City of Mt. Pleasant and/or surrounding area.
- B. Provide opportunities to demonstrate the relationship between typical symptoms and clinical signs, and illness/injury pathology.
- C. Provide experiences to demonstrate commonly accepted techniques and procedures for clinical evaluation of illnesses/injuries.
- D. Provide opportunities to develop an understanding of the methods for treatment prescribed by the physician, physician assistant, or nurse practitioner.
- E. Demonstrate the organization and operation of a community-based clinic facilities providing care to individuals with various medical conditions.
- F. Demonstrate the roles and responsibilities of various health care providers in clinic facilities providing care to individuals with various medical conditions.
- G. Provide interaction with other health-care professionals.
- H. Demonstrate the administration of standard first aid techniques and medical care to injured and/or ill individuals.
- I. Demonstrate the role of an emergency room or urgent care center within the community.

Student Goals

- A. Observe and comprehend characteristic pathologies for common ailments seen at affiliated health care settings.
- B. Listen to and comprehend the use of standard nomenclature for proper communication of identified clinical signs and symptoms among health care providers.
- C. Observe the communication process between the health care provider and patient.
- D. Comprehend the importance of confidentiality and patient-physician privilege.
- E. Observe and comprehend the:
 - Construction and phrasing of questions appropriate to obtaining a medical history.
 - Identification of observable clinical signs typically associated with illnesses/injuries.
 - Location and palpation of anatomical structures commonly involved in illness/injury pathology.
 - Administration of appropriate functional tests and/or medical(laboratory) tests for evaluation of illness/injury.
 - Incorporation of appropriate examination techniques and procedures into an effective, systematic scheme of clinical evaluation.
- F. Explain the role and responsibilities of other health care providers outside of athletic training in the health-care delivery system to ill or injured individuals.
- G. Observe and assist, when directed, with the care and treatment of patients seeking medical attention at an emergency room facility or urgent care center.
- H. Recognize the physiological response of the body to illness and injury.

- I. Obtain the knowledge and skill in recognizing abnormalities of the body and the relationship to severity of pathological signs and symptoms.
- J. Observe and assist, when directed, the implementation of appropriate treatment, follow-up care, and/or referral to other medical personnel of patients seen in an emergency room or urgent care center.

Rehabilitation Facilities

Preceptor/Supplemental Clinical Experience Goals

- A. Provide opportunities to observe and interact with health care professionals in their respective work environment.
- B. Demonstrate the planning and implementation of comprehensive rehabilitation programs for ill and/or injured individuals.
- C. Provide the opportunity to observe the administration and organization of a rehabilitation facility including patient billing, confidentiality, and personnel and department management.

Student Goals

- A. Observe and understand a thorough physical examination (screening) prior to the development and implementation of a rehabilitation program.
- B. Assist with the application of commonly used therapeutic techniques under the direction and supervision of a preceptor.
- C. Assist with ambulation aids and techniques.
- D. Observe and comprehend the effects of inactivity and immobilization on the musculoskeletal, cardiovascular, nervous, and respiratory systems, and resulting implications for selection of therapeutic modalities and rehabilitation exercises.
- E. Assist with the administration of postural evaluation and screening procedures to assess baseline levels of health and to track patient care and progress.
- F. Observe and understand the effects of disease processes and their implications to the choice of therapeutic modalities and rehabilitation exercises.
- G. Observe the administration, management, and organization of the total operation of a rehabilitation facility.

GOALS FOR IMMERSIVE CLINICAL EXPERIENCES

The athletic training program aims to provide immersive clinical experiences that offer comprehensive exposure to the full scope of care delivered by athletic trainers. These experiences are structured to prepare students to function effectively in athletic/sport, hospital, clinical, industrial, or corporate settings. Preceptor and student goals for each *immersive* clinical experience have been established to help guide students in understanding the learning opportunities and skills they are expected to develop.

All Settings

Preceptor/Immersive Clinical Experience Goals

- A. Broaden the student's concept of athletic training and provide experiences that will aid in understanding human behavior in the physically active.
- B. Supplement the student's classroom experience and allow for refinement of knowledge, skills, and abilities.
- C. Provide the student an opportunity to gain practical experiences under professional supervision in realistic situations.
- D. Assist the student in identifying their capabilities and selecting areas for possible specialization.
- E. Assist the student in future employment by providing professional experience, networking, and personal references.

Student Goals

- A. Immersive Experience I
 - a. Observe and practice athletic training skills and abilities related to injury prevention.
 - b. Develop an understanding of how to communicate effectively with patients, family members, coaches, policy makers, administrators, and/or other health care professionals.
 - c. Model professional behaviors in a manner that is compliant with the BOC Standards of Professional Practice and organizational, local, state, and federal laws, regulations, guidelines, and policies and procedures.
- B. Immersive Experience II
 - a. Synthesize examination and immediate care knowledge, skills, and experiences to manage acute and emergent conditions.
 - b. Document patient care in a comprehensive patient-file management system.
 - c. Synthesize examination and therapeutic intervention knowledge, skills, and experiences to create, implement, modify, and progress a plan of care, including return to participation, for common injuries, illnesses and conditions.
 - d. Communicate effectively with patients, family members, coaches, policy makers, administrators, and/or other health care professionals.
 - e. Model professional behaviors in a manner that is compliant with the BOC Standards of Professional Practice and organizational, local, state, and federal laws, regulations, guidelines, and policies and procedures.
 - f. Perform administrative duties related to the delivery of health care services.
 - g. Develop and implement preventative strategies and programs to reduce risks associated with injuries, illnesses, and other health conditions.

CLINICAL EXPERIENCE ASSESSMENT

Evaluations will be completed each academic semester as a part of the clinical education class [(i.e., ATR 600 (Immersive Clinical Education I), ATR 610 (Clinical Education I), ATR 620 (Clinical Education II), ATR 730 (Clinical Education III), ATR 740 (Clinical Education IV), and ATR 799 (Immersive Clinical Education I)].

Student Self-Assessment

Students will complete individualized student learning plans (ISLP) at the beginning and end of each semester, with the exception of ATR 799. For each ISLP, students are asked questions relative to the Practice Analysis 8, BOC Domains I through V that correlate with their current level of expected didactic knowledge and clinical experience. For each question, students are asked to rate their clinical knowledge and skills using a Likert scale ranging from “not confident” to “extremely confident”. Additionally, as a part of the ISLP, students rate themselves on a variety of professional attributes including independence, time management, and confidence. For each professional attribute, students rate themselves using a Likert scale ranging from “poor” to “excellent”. From their perceptions, the student identifies didactic knowledge, clinical skills, and the professional attributes they aim to improve upon as a part of their clinical experience. Reflection on the ISLP results is used to guide student goal setting and conversations with the current preceptor.

At the completion of ATR 799, rather than the ISLP, students complete a self-assessment called the exit survey. This self-assessment entails a cumulative evaluation of the students’ experiences in the MSAT program. Questions on the assessment coincide with the current BOC domains focusing on the student’s knowledge and skills associated with each task described in the most current Practice Analysis. Additional questions related to professional attributes are also included in the self-assessment.

Information obtained from the ISLPs and exit survey is used as part of the program’s overall institutional assessment and to determine if programmatic changes need to occur.

Evaluations of Student Performance

For each athletic training clinical experience, preceptors will complete an evaluation of their assigned student to assess an acceptable level of student clinical performance, examine each student’s didactic knowledge and skill as well as professionalism, and determine if any modifications for improvement need to take place on the student’s part before the end of the semester evaluation or before moving on to the next clinical experience. For experiences lasting an entire semester, these evaluations take place at the mid-point and end of the clinical experience. For experiences lasting for half a semester, these evaluations take place at the end of the clinical experience.

A scale of 0-4 is used to objectively assess the student’s level of knowledge and ability for specific competencies. Additionally, the preceptor is asked to what degree they recommend continuation in the athletic training program. The preceptor is asked to provide additional comments if they “recommended remediation” or “recommended continuation in athletic training progression with minor adjustments”. This additional information allows the program faculty to address concerns with the student.

Evaluations of Clinical Site and Preceptor Performance

At the end of each clinical experience, students will complete a: 1) student evaluation of the clinical site; and 2) student evaluation of their assigned preceptor.

For each evaluation, scales are used to objectively assess the clinical site and the preceptor. The student is asked to provide additional comments if they rated a construct as “neutral or no opinion”, “disagree”, or “strongly disagree”. This additional information allows the program to evaluate the reported scores to gain a better understanding of the experience and allows the program faculty to see if additional questions may be beneficial to add to the assessment, address issues with the clinical site and/or preceptor, or determine whether use of the clinical site and/or preceptor needs to be discontinued.

PROGRESSIVE SHELF EXAMINATION

Students are required to complete two progressive shelf examinations as part of the program's ongoing assessment process. These examinations serve as longitudinal tools to evaluate the continued development of students' knowledge, skills, and abilities. Additionally, they are designed to promote content retention, encourage preparation for future coursework, and ensure students are accountable for their learning. The goal is to confirm that the learning experiences provided have adequately prepared students to treat patients and perform essential clinical skills.

The progressive examinations will be administered electronically by the athletic training program following the spring semester of year one and the fall semester of year two (see schedule below). Each exam will be comprehensive, covering the content from all completed courses up to that point. Exam questions will align with the most recent BOC Practice Analysis and CAATE Standards.

The examinations are scored on a pass/fail basis. A minimum score of 75% is required to pass. Students who do not achieve this benchmark will be required to complete an independent study remediation course under the guidance of an assigned athletic training faculty member.

STUDENT LEARNING OUTCOMES

- 1) **Risk Reduction, Wellness, and Health Literacy:** The student will be able to promote healthy lifestyle behaviors with effective education and communication to enhance wellness and minimize the risk of injury and illness. (Domain I)
- 2) **Assessment, Evaluation, and Diagnosis:** The student will be able to implement systematic, evidence-based examinations and assessments to formulate valid clinical diagnoses and determine patients' plan of care. (Domain II)
- 3) **Critical Incident Management:** The student will be able to integrate best practices in immediate and emergency care for optimal outcomes. (Domain III)
- 4) **Therapeutic Intervention:** The student will be able to rehabilitate and recondition injuries, illnesses, and general medical conditions with the goal of achieving optimal activity level based on core concepts using the applications of therapeutic exercise, modality devices, and manual techniques. (Domain IV)
- 5) **Healthcare Administration and Professional Responsibility:** The student will be able to integrate best practices in policy construction and implementation, documentation, and basic practices to promote optimal patient care and employee well-being. (Domain V)
- 6) **Social and Cultural Sensitivity:** The student will be able to identify the various social and cultural attitudes, beliefs, and values regarding health care practices and apply techniques for culturally sensitive communication when providing care.

ATHLETIC TRAINING FACULTY ADVISOR

Your faculty advisor is a faculty member in the athletic training program who will help guide your academic and professional development. They will:

- Assist you in selecting courses and staying on track for graduation.
- Help you understand program requirements, especially those specific to athletic training.
- Be a resource for questions and planning throughout your time in the program.

You are expected to meet with your faculty advisor at least once per year to review your progress and discuss your goals. These meetings are an important part of your success as a student and future health professional.

Emily Webster, MA, AT, ATC
Assistant Professor

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STUDENT ATHLETIC TRAINING ORGANIZATION (SATO)

The Student Athletic Training Organization, SATO, is an organization that has been on Central Michigan University's campus for more than 30 years. The organization's mission is to give a voice to the students interested in or involved within the athletic training program. SATO offers members the opportunity to explore different employment settings in athletic training, learn new techniques, and observe demonstrations with guest speakers. SATO also sponsors social events to allow students to interact and network with others.

STUDENT SCHOLARSHIPS

Athletic training students are provided with the following scholarship opportunities:

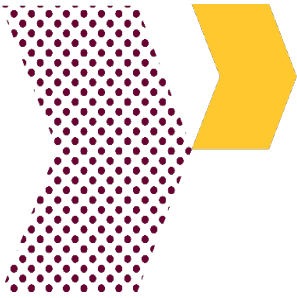
- 1) Dr. Thomas and Mrs. Jayne Keating Athletic Training Education Program Scholarship:** Established in 2007 by Dr. Thomas and Mrs. Jayne Keating. Dr. Keating, an Air Force veteran, and orthopedic surgeon, established practice in Mount Pleasant in 1975. He is the founder of Central Michigan Orthopedics and was the team physician for Central Michigan University athletics from 1978 until retirement in 2014. Dr. Keating also supervised athlete care as Medical Director through 2006. Dr. Keating always knew he wanted a career in sports medicine and, during his time at the university, he single-handedly managed every team from every sport CMU had to offer. Dr. Keating has been an invaluable and tireless supporter of CMU student-athletes and the Athletic Department. This non-renewable scholarship will support recipients pursuing and accepted into the program for a Master of Science in Athletic Training who have a cumulative minimum GPA of 3.0 and demonstrate financial need. Preference will be given to recipients with demonstrated leadership skills and accomplishments, and involvement in co-curricular activities.
- 2) Ron Sendre Athletic Training Education Award:** Established in 2013 by Ron and Beth Sendre and has also been supported by many Athletic Training Program faculty members and graduates. Ron began working at CMU in the Spring of 1976 and spent over 25 years working as a professor and athletic trainer. He is a co-founder of the Athletic Training Program at CMU, which was the first of its kind in the United States. His vision paved the way for many of the Athletic Training Programs that exist across the nation today. In 1985, he ventured into private business with fellow CMU faculty member Ken Kopke. They developed a program called Athletic Training Services (ATS), which placed athletic trainers directly in industrial settings. Missing teaching and students, Ron returned to CMU in 1987 and, after a wonderful career, retired in 2001. This non-renewable scholarship will support recipients pursuing and accepted into the program for a Master of Science in Athletic Training who have a cumulative minimum GPA of 3.3. Recipients must have held a leadership role within the MSAT program, with special consideration given to those who are also active members within the community at large. Preference given to first generation students.
- 3) Shingles Family Leadership Athletic Training Scholarship:** This scholarship was established in 2017 by Dr. René and Mr. Stan Shingles. Dr. René Revis Shingles is an award-winning educator, author, and speaker. She worked at CMU for over 30 years as a professor in the Athletic Training Program, including 15 years as program director. In 2018 she became the first African American woman inducted into the National Athletic Trainers' Association Hall of Fame. Stan Shingles worked at CMU for over 35 years and has been a pioneer in University Recreation. The Shingles participated in a collaborative endeavor between University Recreation and Athletic Training to open the Injury Care Center in the Student Activity Center on CMU's campus. This non-renewable scholarship will support students pursuing a Master of Science in Athletic Training. Recipients must be accepted into the MSAT Program and beginning the program's graduate

coursework. Qualified recipients must have a cumulative minimum GPA of 3.0 and demonstrated leadership experience.

- 4) **Reed Phillips Athletic Training Award:** Established in 2015 by Nick and Toni '80 Phillips, with the support of family and friends, in memory of their son Reed Phillips '12. Reed completed his undergraduate degree in Athletic Training at CMU, after which he was accepted into Clarkson University in New York to pursue the Doctor of Physical Therapy program. Reed made a huge impact in that small community. Reed excelled in and out of the classroom and his work ethic and kindness was admired by both faculty and peers. Reed passed away in 2014. This renewable scholarship will support recipients who are pursuing and accepted into the program for a Master of Science in Athletic Training who have a cumulative minimum GPA of 3.25. Preference will be given to students with a passion for sports & athletic training, and who show compassion towards others.

Students interested in applying for one of these scholarships should apply through [Scholarship Universe](#). All applications are reviewed by the Scholarship Committee, led by an athletic training faculty member. An awardee will be selected based on the scholarship's specified evaluation criteria. All scholarship recipients will be notified in the spring of each academic year. All scholarships are distributed through the Office of Scholarships and Financial Aid.

Other student scholarship opportunities are available through the state (Michigan Athletic Trainers' Society Scholarships), regional (Great Lakes Athletic Trainers' Association Scholarships), and National (National Athletic Trainers' Association Scholarships) athletic training organizations. If you have questions regarding these scholarship opportunities, please contact the program director or faculty advisor.



Section III
Athletic Training Program
Policies & Procedures



LEAVE OF ABSENCE POLICY

Students may request a one year academic or personal leave of absence from the athletic training program in cases of personal hardship. To be eligible, the student must have successfully completed the first summer of the Master of Science in Athletic Training program. A leave of absence may be granted for reasons including, but not limited to, the following:

- Academic reasons
- Health reasons, for the student or an immediate family member
- Financial hardship
- Family or personal crisis
- Military duty
 - Students who are called to active military duty may be granted a leave of absence exceeding one year.

Procedures for Leave of Absence

1. The student should discuss their situation with an athletic training program faculty member. During this discussion, available options will be reviewed to determine whether a leave of absence is in the best interest of the student.
2. If a leave of absence is determined to be appropriate, the student must submit a written request for the leave of absence to the Program Director as soon as circumstances reasonably allow. The request should include the reason for the leave of absence.
3. The request for a leave of absence will be reviewed by the athletic training faculty at a subsequent program meeting. The Program Director will communicate the outcome of the review to the student.
4. If the leave of absence is approved, a letter of understanding will be prepared outlining the terms of the leave. The letter will include the approved duration of the leave, expectations for communication during the leave, and the anticipated process for returning to the program. This letter will be signed by the student and the Program Director and placed in the student's academic file.
5. During the leave of absence, the student remains subject to applicable university policies related to enrollment status, financial aid, and access to student services. Students should consult with appropriate university offices to understand any potential implications of a leave of absence.
6. Approval of a leave of absence does not guarantee automatic reinstatement into a specific cohort or clinical placement. Return to the program is contingent upon compliance with the terms outlined in the letter of understanding.

The athletic training program reserves the right to limit approval of a leave of absence, including limiting a student to only one leave of absence.

RE-ADMISSION POLICY

DUE TO VOLUNTARY WITHDRAWAL FROM PROGRAM

A student is considered a member of the athletic training program once they have completed the admission process and have been admitted into the Master of Science in Athletic Training program.

A student who voluntarily withdraws from the Masters of Science in Athletic Training program may request consideration for re-admission to the program. This re-admission policy applies to students who voluntarily withdraw from the athletic training program **without an approved Leave of Absence**, or who do not return within the approved timeframe of an authorized Leave of Absence.

Any previously completed coursework is not automatically voided; however, re-admission and placement within the curriculum are contingent upon faculty review of the student's academic history, prior learning, and ability to demonstrate the knowledge and skills needed for successful participation in the program at the time of reentry.

To be considered for re-admission, the student must complete the following steps:

1. Submit a written request for re-admission to the athletic training program. The request must address:
 - The reason for seeking re-admission.
 - Activities completed since leaving the program.
 - Career goals and professional aspirations.
2. Meet with the athletic training faculty, if requested, to discuss readiness for reentry and potential placement within the curriculum.
3. Successfully complete written and practical examinations, as determined by the athletic training faculty, to evaluate competency and readiness to reenter the program.

The athletic training faculty reserves the right to approve or deny re-admission and to determine the appropriate point of reentry into the curriculum based on curricular sequencing, accreditation requirements, and the student's demonstrated readiness.

EQUAL OPPORTUNITY, NON-DISCRIMINATION, AND SEXUAL AND GENDER-BASED MISCONDUCT: PROGRAM RESPONSIBILITIES

The Master of Science in Athletic Training (MSAT) program at Central Michigan University is committed to maintaining a learning and clinical education environment that is safe, respectful, inclusive, and free from discrimination, harassment, sexual harassment, sexual misconduct, relationship violence, stalking, and retaliation. This policy is intended to align with the structure and tone of other Athletic Training Program Policies and Procedures within Section III.

The program operates in accordance with university policy, including Title IX, the Equal Opportunity and Affirmative Action Protocol, and all applicable federal and state laws governing equal opportunity, non-discrimination, and sexual and gender-based misconduct.

Unlawful acts of discrimination or harassment by students, faculty, staff, preceptors, clinical sites, or affiliated personnel associated with the athletic training program are prohibited.

In addition, even if not unlawful under applicable law, conduct is prohibited if it inappropriately limits a student's access to, or participation in, educational activities on the basis of age, color, disability, ethnicity, gender, gender expression, gender identity, genetic information, height, marital status, national origin, political persuasion, pregnancy, childbirth or related medical conditions, race, religion, sex, sex-based stereotypes, sexual orientation, transgender status, veteran status, weight, or any other protected status.

Limitations may be appropriate only when they are directly related to a legitimate concern regarding a student's ability to perform the essential functions associated with participation in a specific clinical placement or program requirement.

Definitions and Institutional Authority

The definitions, reporting procedures, investigation processes, and grievance procedures for allegations involving discrimination, harassment, sexual harassment, and sexual and gender-based misconduct are governed by applicable university policies, including CMU Administrative Policy 3-39 Sexual and Gender-Based Misconduct Policy and the Equal Opportunity and Affirmative Action Protocol.

These policies include definitions of key terms such as consent, sexual harassment, gender-based harassment, discrimination, retaliation, and other prohibited conduct, and establish the procedures for reporting, investigation, adjudication, and resolution.

The MSAT program does not conduct independent investigations of discrimination, harassment, or sexual and gender-based misconduct allegations. All investigations are managed through the appropriate university offices in accordance with established institutional procedures.

Violations of university policy may result in university-imposed sanctions that impact a student's ability to continue in academic and clinical education.

Reporting

Students who experience, witness, or become aware of discrimination, harassment, sexual harassment, or sexual and gender-based misconduct are encouraged to report concerns promptly.

Reports may be made to the Office of Civil Rights and Institutional Equity (OCRIE), which administers Title IX and related misconduct policies, through multiple avenues, including:

- Submission of an online report through the OCRIE reporting system
- Direct contact with the Office of Civil Rights and Institutional Equity
- Contacting CMU Police in emergency situations

Reports may also be made through other university offices as outlined in official university policy. Individuals may also choose to utilize confidential resources for support without initiating a formal investigation.

Clinical Education Considerations

Because students participate in external clinical education placements, the program will work to ensure that all affiliated clinical sites provide an educational environment free from unlawful discrimination, harassment, and sexual or gender-based misconduct.

If a clinical site requests, denies, limits, or otherwise treats a student differently on the basis of a protected status unrelated to essential clinical functions, the athletic training program will:

- Suspend use of the clinical site when appropriate
- Re-evaluate the site for future student placement opportunities
- Promptly notify the Office of Civil Rights and Institutional Equity
- Facilitate adjustments to clinical placements when necessary to ensure student safety, educational continuity, and compliance with university directives

Students participating in clinical education must comply with both university policy and the standards of the assigned clinical site regarding professional conduct and misconduct prevention.

Program Responsibilities

The athletic training program will:

1. Assist students in identifying the appropriate university office or agency for reporting concerns
2. Refer all reports of discrimination, harassment, and sexual or gender-based misconduct to the appropriate university office in accordance with institutional reporting requirements
3. Ensure that students are informed of reporting options, including confidential and non-confidential resources
4. Cooperate with university investigations and adjudication processes
5. Implement interim academic or clinical adjustments when directed by the university or when necessary to maintain a safe educational environment
6. Prohibit retaliation against any individual who reports misconduct or participates in an investigation
7. Monitor affiliated clinical education sites for compliance with equal opportunity and non-discrimination expectations

Violations of this policy may result in immediate corrective action, including removal from an educational or clinical setting when warranted. Concerns involving students will be addressed in accordance with the Student Conduct and Accountability and Progressive Discipline Policies.

INCLEMENT WEATHER POLICY

School Closings and Delays

Colleges, Universities, and or High Schools

- Students must follow the closure and delay decisions of the host institution.
- If a college, university, or high school is closed or delayed, students should contact their preceptor to determine whether a sanctioned athletic event or practice is expected to occur.
- If an athletic event or practice is scheduled to take place and the student and preceptor both deem it safe for travel, the student may attend the clinical experience.
- If an athletic event or practice is cancelled and the student and preceptor both deem it unsafe for travel, the student should not attend the clinical experience.

The Injury Care Center

- The Injury Care Center is closed when the University is closed, even if the Student Activity Center remains open.

Other Clinical Sites

(e.g., Emergency Rooms, Urgent Care Centers, Physician and Physical Therapy Clinics)

- External clinical sites may remain open during weather-related closures or delays.
- Approximately one to two hours prior to the scheduled clinical experience, students must contact their preceptor to discuss whether it is safe to travel.
- If the clinical site is open and travel is deemed safe by the student and preceptor, the student may attend the clinical experience.
- If travel is not deemed safe, the student should not attend the clinical experience and must communicate this to their preceptor.

Severe Weather Watch, Warnings or Predictions

- When a severe weather watch, warning, or advisory has been issued, students must follow all applicable safety recommendations.
- Prior to traveling to a clinical experience, students should contact their preceptor to determine whether conditions allow for safe travel.
- If severe weather conditions develop while at a clinical experience, the student must communicate with their preceptor to establish a safe time to leave the site.

Questions or Concerns

- If there are any questions regarding travel, contact the Director of Clinical Education.

RELIGIOUS ACCOMMODATIONS POLICY

The athletic training program, in accordance with university policy, is committed to providing an inclusive educational environment that supports the principles of affirmative action, diversity, and equal access. The program does not discriminate on the basis of age, color, disability, gender, gender identity, gender expression, genetic information, familial status, height, marital status, national origin, political persuasion, race, religion, sex, sexual orientation, veteran status, or weight, except where a distinction is required by law or institutional policy.

The program recognizes that students may have specific needs related to religious beliefs, practices, and observances. Athletic training faculty will work with students on an individualized, case-by-case basis to consider reasonable accommodations for religious beliefs, practices, and observances, provided that such accommodations do not result in undue hardship or compromise essential program requirements.

Admission to and continuation in the athletic training program are contingent upon the student's ability to meet the established academic, technical, and professional standards of the program, either with or without reasonable religious accommodation. Students requesting religious accommodation must affirm that they can meet program standards with the requested accommodation. This affirmation applies to all aspects of the program, including didactic coursework, clinical education, clinical experiences, and any required internships.

Procedures for Requesting Religious Accommodations

1. Students seeking religious accommodation should notify the Program Director as soon as the need for accommodation is known.
2. Students may be required to submit a written request describing the specific accommodation being sought.
3. The Program Director will review the request in consultation with appropriate athletic training faculty and relevant university offices to ensure consistency with institutional policy and program requirements.
4. The review will focus on whether the student can meet the essential academic, technical, and professional standards of the program with the requested accommodation while maintaining patient safety and educational integrity.
5. The student will be notified in writing of the outcome of the request, including any approved accommodations or alternative options, if applicable.

The athletic training program reserves the right to deny or modify accommodation requests when the requested accommodation would fundamentally alter program requirements, compromise patient safety, or impose an undue hardship on the educational process.

STUDENT-ATHLETE POLICY

The Master of Science in Athletic Training (MSAT) program at Central Michigan University, in accordance with university policy, is committed to providing an inclusive educational environment that supports student engagement, professional development, and equitable access to educational opportunities.

The MSAT program recognizes that some students may wish to participate in intercollegiate athletics while enrolled in the program. Faculty will work with students on an individualized, case-by-case basis to evaluate scheduling considerations related to athletic participation. However, accommodations may not compromise essential academic standards, clinical education requirements, accreditation standards, or program progression requirements.

Participation in the MSAT program is designed to meet all Commission on Accreditation of Athletic Training Education (CAATE) standards and prepare students for eligibility for the Board of Certification examination. All program requirements must be met in full.

General Expectations

Intercollegiate athletics participation is a privilege and may be permitted within a defined window of opportunity. The MSAT program will not modify essential academic, clinical, or assessment requirements to accommodate athletics, nor will course sequencing or required clinical experiences be altered in a manner that compromises program expectations.

- Participation in intercollegiate athletics is permitted only when all academic, clinical, and professional requirements of the MSAT program are fully met.
- Coursework, clinical education experiences, simulation activities, and required program events take priority over athletic practices, travel, conditioning sessions, and competitions.
- Students are responsible for proactive communication with the Program Director and the Director of Clinical Education prior to each semester regarding athletic schedules and anticipated conflicts and must promptly provide updates as changes occur.

Baseline Non-Negotiables

The following are non-negotiable and must be completed as scheduled or as otherwise directed by program faculty (not athletics personnel):

- Required coursework, laboratories, skill check-offs, written/practical assessments, and simulation activities.
- Assigned clinical education experiences, including required hours and required clinical evaluations/documentation.
- Program-required clinical education experiences must be completed within the program's defined timeframe.
- Clinical education conflict-of-interest safeguards: the student may be prohibited from receiving clinical credit on the team/sport in which they actively participate as a student-athlete.

Eligibility For a Window of Opportunity

A student-athlete may be granted a window of opportunity when all conditions below are met:

- The student is in good academic and professional standing (no active academic integrity action or clinical/professional probation).
- The student can demonstrate, through a written plan and schedule review, that clinical requirements and academic obligations remain feasible without reducing educational quality.

- The student’s coach acknowledges, in writing, that MSAT program obligations take priority over athletics activities and that conflicts will be managed without pressuring program faculty/preceptors for exceptions.

Required Communications and Timelines

Student-athletes must complete the following communication steps to be considered for a window of opportunity:

- At admission, disclose student-athlete status to the Program Director and Director of Clinical Education.
- Submit the full athletic schedule (practice, competition, travel) as soon as the schedule is published and provide updates within 5 days of changes.
- Prior to each semester’s clinical assignment, complete a Student–Athlete Success Plan and meet with the Director of Clinical Education.
- Provide course instructors with advance notice of class/lab conflicts, consistent with policies requiring notification and resolution plans for missed work within each course syllabus.

Planning Tools and Documentation

To operationalize the window of opportunity, the program will use the following tools:

- Student–Athlete Success Plan (semester-based): identifies the sport/season, travel dates, proposed weekly availability for clinical education, protected academic times, and an hour-recovery plan.
- Athletic Participation Agreement (annual): signed by the student, the head coach, and the Director of Clinical Education.

Program Response to Athletic Conflicts that Compromise Program Requirements

If athletics begins to compromise academic, clinical, or monitoring requirements, the program may implement one or more of the following actions, which align with responses described across multiple MSAT policies:

- Require revision of the Student–Athlete Success Plan and increase monitoring frequency.
- Reassign the student’s clinical placement when feasible and educationally appropriate.
- Require additional clinical time or apply an incomplete grade in the clinical education course until required hours/requirements are met (including during breaks if needed).
- Limit participation to one sport/season or restrict participation to early program periods.
- Initiate progressive discipline consistent with the program’s published Progressive Discipline Policy.
- Remove the student from the window of opportunity, requiring the student to discontinue intercollegiate participation to remain in good standing and progress in the program.

Enforcement Workflow

Step 1: Identification and disclosure (student submits athlete status and schedule).

Step 2: Eligibility review (program reviews academic standing and feasibility).

Step 3: Written approval of the window (Student–Athlete Success Plan + signed Athletic Participation Agreement).

Step 4: Monitoring (scheduled check-ins; clinical hour audits; instructor/preceptor feedback).

Step 5: Escalation (plan revision → written warning → clinical suspension/probation → removal of window privileges → dismissal if requirements remain unmet or violations persist).

CLINICAL EXPERIENCE SUPERVISION POLICY

Clinical education within the Master of Science in Athletic Training (MSAT) program is structured to ensure patient safety, student learning, and compliance with CAATE accreditation standards. All athletic training and supplemental clinical experiences must occur under appropriate supervision and in accordance with program policies and procedures.

Supervision Requirement

Students must be supervised at all times during athletic training and supplemental clinical experiences by an approved preceptor who meets CAATE qualifications.

Preceptors who are athletic trainers or physicians function to:

- Supervise, instruct, and mentor students during clinical education
- Provide feedback appropriate to the student's developmental level
- Assess student performance related to curricular content standards
- Ensure patient safety and quality of care

The supervising preceptor must be physically present and immediately available to intervene when patient care is being delivered. Students may not provide unsupervised patient care.

Progressive Clinical Education

The clinical education component is designed to provide a logical progression of increasingly complex and autonomous patient-care experiences consistent with CAATE Standards. As students demonstrate competence, preceptors may provide increasing levels of responsibility. However, progressive autonomy does not eliminate the requirement for supervision.

Immersive Clinical Experiences

During immersive athletic training clinical experiences, students are expected to participate in the day-to-day and week-to-week role of the athletic trainer to experience the totality of care. Supervision remains required, even during immersive experiences.

Student Role Delineation

Students function in the role of athletic training students and must be clearly identifiable to patients and clients as students. Students may not represent themselves as credentialed athletic trainers.

Students may perform only those skills and responsibilities that:

- Have been formally instructed within the curriculum
- Are appropriate for their level of preparation
- Are permitted under the supervision of the assigned preceptor
- Comply with applicable institutional, state, and federal regulations

Compliance and Accountability

Failure to adhere to supervision requirements, practicing beyond the authorized role, or misrepresenting professional status may result in removal from the clinical site and review under the Student Retention and Progressive Discipline Policies.

This policy should be read in conjunction with Clinical Experience Requirements, Preceptor Qualifications, and Student Conduct and Accountability Policies.

CLINICAL EXPERIENCE HOUR POLICY

Students enrolled in the Master of Science in Athletic Training program are required to complete assigned clinical education experiences as part of the two-year curriculum. Clinical education is designed to provide a range of professional experiences while supporting the development of progressively autonomous clinical practice.

Students are required to accurately track all clinical experience hours in the designated tracking system. Documentation of clinical hours may be required for state licensure or registration.

Weekly Hour Expectations

Clinical experience hours are limited as follows:

- Students enrolled in ATR 610, ATR 620, ATR 730, and ATR 740 may not exceed 20 hours per week in assigned clinical experiences.
- Students enrolled in ATR 600 (immersive clinical experience) may not exceed 30 hours per week.
- Students enrolled in ATR 799 must meet the clinical site's scheduling expectations and demonstrate ongoing active participation in the full continuum of patient care, often averaging 40-50 hours per week across the experience.

Required Time Off

To promote student well-being and appropriate work-life balance students must receive at least one day off within each seven-day period.

Program Authority

The athletic training faculty reserves the right to adjust minimum or maximum clinical hours as necessary to meet educational objectives, accreditation standards, or individual student learning needs.

CLINICAL EXPERIENCE TRAVEL POLICY

Students enrolled in the Master of Science in Athletic Training program may be required to travel as part of assigned clinical education experiences. Travel may include attendance at practices, competitions, outreach events, or other clinical activities associated with the assigned site.

Authorized Travel

Students are expected to utilize transportation provided or arranged by the clinical site when available. When site-provided transportation is not available, students may use personal transportation with prior approval from the preceptor and in accordance with clinical site policies.

Students are responsible for ensuring that any personal vehicle used for clinical travel is properly licensed, insured, and operated in compliance with applicable laws.

Travel Approval

If a student anticipates travel that differs from standard site expectations, advance approval from the supervising preceptor is required. When appropriate, the Director of Clinical Education may also be consulted to ensure compliance with program and site requirements.

Students may not independently arrange overnight travel or travel outside the customary clinical site service area without prior approval.

Professional Conduct During Travel

Students must always conduct themselves in a professional manner while participating in travel associated with clinical education. At all times, students remain subject to all Student Conduct and Accountability policies, as well as all applicable university policies, program standards, and clinical site expectations.

Liability and Risk

Students are responsible for their personal transportation decisions when site-provided transportation is not utilized. The program does not assume responsibility for travel arrangements outside approved clinical activities.

VOLUNTARY CLINICAL EXPERIENCE POLICY

The MSAT program recognizes that some students may wish to pursue additional clinical or professional experiences outside of assigned program clinical education placements. Faculty will work with students on an individualized, case-by-case basis to evaluate such requests. However, outside experiences may not compromise essential academic standards, clinical education requirements, accreditation standards, supervision requirements, or program progression expectations.

Participation in the MSAT program is designed to meet all Commission on Accreditation of Athletic Training Education (CAATE) standards and prepare students for eligibility for the Board of Certification examination. All required clinical education experiences are intentionally structured to ensure breadth, depth, and appropriate supervision. Program requirements must be met in full.

General Expectations

Pursuit of additional clinical or professional experiences outside of assigned MSAT clinical education placements is voluntary. However, these experiences may not interfere with required program responsibilities.

- Coursework, clinical education experiences, simulation activities, immersive experiences, and required program events take priority over outside employment, volunteer, or shadowing activities.
- Students are responsible for ensuring that outside commitments do not create scheduling conflicts, fatigue related performance issues, or reduced availability for required clinical education.
- The MSAT program will not modify course sequencing, reduce requirements, reschedule assessments, or adjust clinical education expectations to accommodate outside experiences.
- Students are strongly encouraged to communicate proactively with the Director of Clinical Education when outside experiences may overlap with clinical assignments or other responsibilities.

Baseline Non-Negotiables

The following program requirements must be met as scheduled:

- Required coursework, laboratories, skill check-offs, written and practical assessments, and simulation activities.
- Assigned clinical education experiences, including required hours, documentation, evaluations, and immersive placements.
- Program defined timelines for completion of clinical education requirements.
- Compliance with supervision standards and conflict of interest safeguards.

Outside experiences may not substitute for, replace, or count toward required clinical education hours unless formally structured and approved as part of the MSAT curriculum.

Accountability and Performance Expectations

Students who pursue additional experiences remain fully accountable for:

- Maintaining academic performance standards.
- Meeting all clinical education expectations without reduction.
- Demonstrating professional behavior and appropriate role boundaries.
- Avoiding conflicts of interest in clinical placements.

If outside commitments begin to compromise academic performance, clinical evaluations, attendance, professionalism, or progression, the program may require corrective action.

Program Response if Requirements are Compromised

If a voluntary outside experience negatively impacts required MSAT obligations, the program may:

- Require a written success plan outlining how deficiencies will be corrected.
- Increase monitoring of academic or clinical performance.
- Require completion of additional clinical time if required expectations are not met.
- Refer the student to the Student Retention and Progressive Discipline Policies.

If concerns persist, the student may be required to reduce or discontinue the outside activity in order to remain in good standing and progress in the program.

Clarification of Liability and Credit

Additional clinical or professional experiences pursued independently by the student:

- Are not considered official MSAT clinical education placements unless formally assigned and approved by the program.
- Are not supervised under program-designated preceptors or structured clinical education oversight unless formally incorporated into the curriculum.
- Do not automatically qualify for clinical education credit.
- May not be covered under Central Michigan University professional liability insurance or institutional risk management protections, as university coverage applies only to officially assigned and supervised educational activities within the scope of the MSAT program.

BLOODBORNE PATHOGENS CONTROL POLICY

Students enrolled in the Master of Science in Athletic Training program may encounter blood or other potentially infectious materials during clinical education experiences. All students are required to follow established infection control standards and universal precautions in accordance with Occupational Safety and Health Administration guidelines, Central Michigan University policies, and clinical site requirements.

Training Requirements

Prior to participating in clinical education experiences, students must complete all required bloodborne pathogens and infection control training as designated by the program and/or clinical site. Documentation of completion must be on file with the program before a student may begin any patient contact.

Students are responsible for adhering to all site-specific exposure control procedures in addition to program requirements.

Prevention and Standard Precautions

Students must:

- Use appropriate personal protective equipment when exposure to blood or other potentially infectious materials is anticipated.
- Always follow universal precautions in patient care activities.
- Properly dispose of sharps and contaminated materials in approved containers.
- Follow site-specific cleaning, disinfection, and equipment handling protocols.

Failure to comply with training requirements or precautions may constitute a violation of Professional Behaviors policies.

Hepatitis B Vaccination

Students are strongly encouraged to obtain the Hepatitis B vaccination series prior to beginning clinical education experiences. Documentation of vaccination, immunity, or formal declination must be provided in accordance with program requirements. Some clinical sites may require proof of vaccination as a condition of placement.

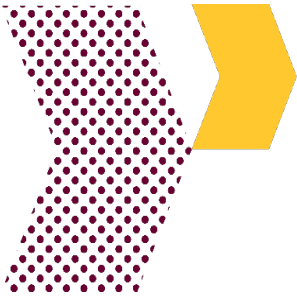
Students are responsible for any costs associated with vaccination.

Exposure Incident Procedure

In the event of an exposure to blood or other potentially infectious material, the student must:

1. Immediately perform appropriate first aid measures consistent with exposure type.
2. Immediately notify the supervising preceptor.
3. Follow the clinical site's exposure control protocol.
4. Notify the Program Director or Director of Clinical Education as soon as reasonably possible.
5. Complete all required incident documentation for both the clinical site and the program.

Post-exposure medical evaluation and follow-up care are the responsibility of the student and/or the student's health insurance provider unless otherwise specified by the clinical site.



Section IV

Student Conduct & Accountability Policies



STUDENT RETENTION POLICY

The student retention policy outlines requirements students must meet to remain enrolled in the Master of Science in Athletic Training program. Retention requirements are divided into two related areas: Academic Performance and Professional Behavior and students must meet expectations in both categories to remain in good standing. If any policies or procedures outlined in this handbook are violated, progressive disciplinary action may be taken, with consequences accumulating throughout the student's time in the program.

Academic Performance

Graduate Studies

Athletic training students must comply with all applicable Graduate Academic and Retention Standards as outlined in the Central Michigan University Graduate Bulletin.

MSAT Program

1. Students must earn a grade of C or better in all ATR 500, 600, and 700 level courses.
2. Students must earn a score of at least 70 percent on all practical examinations. The score earned on each practical examination is recorded and contributes to the final course grade.
 - Students who score below 70 percent on a practical examination are required to complete remediation and demonstrate successful performance at the required level.
 - Completion of remediation does not change the original practical examination score recorded for the course.
 - If required remediation is not completed by the end of the course, a "Z" grade will be assigned for the course.
 - Students who receive a "Z" grade must successfully complete the required remediation no later than the end of the first week of the subsequent semester, in accordance with university policy.
3. Students must complete all remediation requirements assigned by the athletic training program. Failure to complete assigned remediation within the specified timeframe may result in further disciplinary action in accordance with program and university student retention policies.

Professional Behaviors

All students in the Master of Science in Athletic Training program are expected to uphold the highest standards of professional behavior in accordance with CMU's Code of Student Rights, Responsibilities and Disciplinary Procedures; the NATA Code of Ethics; and the BOC Standards of Professional Practice. Professional behaviors are required in all academic, clinical, and extracurricular settings, including program meetings, clinical assignments, and interactions with patients, peers, faculty, and other healthcare professionals. In addition to the specific policies described in this handbook, professional behavior expectations include, but are not limited to, the following:

Clinical Responsibilities

1. Attend all assigned clinical experiences and actively participate in patient care, practice sessions, and clinical education activities.
2. Adhere to preceptor-assigned schedules, including but not limited to meetings, evaluations, and orientation activities.
3. Perform only those skills for which adequate training has been received and preceptors have approved.
4. Complete and submit all clinical evaluations and required documentation accurately and on time each semester, including hours, skills, and patient interactions.

Professional Conduct

5. Demonstrate honesty, integrity, and accountability in all academic and clinical activities.

6. Maintain the confidentiality of all patient health information and student education records in accordance with applicable privacy laws, including HIPAA and FERPA, as well as professional ethical standards.
 - o Students are required to complete all university-mandated privacy and security trainings, including all CMU Office of HIPAA Compliance trainings and the HIPAA Health Professions Learning module, prior to participating in clinical education experiences. Students must apply the principles and requirements outlined in these trainings in all academic and clinical settings.
7. Respect the rights, dignity, and diversity of all individuals, including patients, peers, faculty, staff, and the broader community.

Academic Integrity

8. Adhere to CMU's [Policy on Academic Integrity](#).
9. Submit work that accurately represents individual effort and understanding, including assignments, examinations, and practical assessments.

Legal and Ethical Standards

10. Avoid involvement in any civil or criminal activities, including felonies or misdemeanors, that could jeopardize professional licensure or participation in the athletic training program.
11. Promptly report any legal or professional incidents that may impact eligibility or professional standing to the athletic training faculty.

Professional Engagement and Communication

12. Attend and demonstrate active engagement and professionalism throughout all scheduled classes, labs, program meetings, clinical conferences, and required educational sessions unless excused for valid reasons.
13. Communicate professionally, respectfully, and promptly with preceptors, faculty, staff, patients, and peers.
14. Demonstrate a commitment to lifelong learning by seeking feedback, reflecting on performance, and implementing improvements.

Accountability and Self-Management

15. Maintain accurate records of clinical hours, patient interactions, and skill competencies.
16. Demonstrate punctuality, preparedness, and reliability in all professional and academic responsibilities.
 - o This includes maintaining appropriate attendance in class on the days of clinical experiences.
17. Take responsibility for personal actions and their impact on patients, preceptors, faculty, staff, peers, and the athletic training program as a whole.
18. Complete any remediation requirements as assigned by the athletic training program in a timely and thorough manner.

Non-Compliance

Failure to comply with either Academic Performance or Professional Behaviors Policies may result in corrective action in accordance with the Progressive Discipline Policy, up to and including suspension or dismissal from the program.

CONSENSUAL RELATIONSHIP POLICY

Because of the clinical roles and responsibilities assigned to students in the athletic training program, it is essential that the student maintains professional boundaries with all stakeholders, including but not limited to: athletes, patients, athletic administrators, preceptors, other personnel, and clinical staff. The BOC Standards of Professional Practice Code 1.6 states that the athletic trainer or applicant “does not engage in intimate or sexual activity with a patient and/or the parent or guardian of a minor patient.” Additionally, Code 6.4 states that the athletic trainer or applicant “acknowledges and mitigates conflicts of interest.”

The athletic training program adheres to [Central Michigan University’s Consensual Relationship Policy](#) to ensure compliance with institutional standards and the maintenance of appropriate professional boundaries.

Athletic Training Student Responsibilities

Athletic training students are required to self-report or disclose any consensual romantic or sexual relationships or other activities with all stakeholders, including but not limited to: athletes, patients, athletic administrators, preceptors, other personnel, and clinical staff. Students must also report the termination of any such relationship.

Athletic training students are required to self-report or disclose any consensual romantic or sexual relationships with fellow students enrolled in the program. Students must also report the termination of any such relationship.

All students are expected to maintain professional behavior in academic and clinical settings at all times. Personal relationships must not interfere with classroom dynamics, clinical responsibilities, patient care, or interactions with peers, faculty, preceptors, or other personnel.

Non-Compliance

Failure to comply with the Consensual Relationship Policy may result in corrective action in accordance with the Progressive Discipline Policy, up to and including suspension or dismissal from the program.

EQUAL OPPORTUNITY, NON-DISCRIMINATION, AND SEXUAL AND GENDER-BASED MISCONDUCT: STUDENT ACCOUNTABILITY

The Master of Science in Athletic Training Program expects all students to conduct themselves in a manner consistent with Central Michigan University policy, professional ethical standards, and the standards of affiliated clinical education sites. Discrimination, harassment, sexual harassment, sexual assault, dating violence, domestic violence, stalking, exploitation, retaliation, and misconduct based on sex, gender, or any other protected status are strictly prohibited.

All students are subject to Central Michigan University policies governing equal opportunity, non-discrimination, sexual and gender-based misconduct, and Title IX. These policies apply to conduct occurring in academic settings, clinical education environments, university-sponsored activities, and any setting that may impact a student's participation in the program.

Student Responsibilities

Students must:

- Treat patients, peers, faculty, preceptors, staff, and others with professionalism and respect
- Refrain from engaging in discrimination, harassment, retaliation, sexual harassment, sexual misconduct, or other prohibited behavior
- Comply with all university reporting requirements
- Participate in university investigations when required
- Adhere to any interim measures, restrictions, or sanctions imposed by the university
- Comply with both university policy and the standards of assigned clinical education sites

Failure to comply with university directives or program expectations may result in additional review under program policies.

Clinical Education Considerations

Students assigned to clinical education sites must comply with both university policy and the standards of the clinical site. Clinical sites may impose additional expectations or take independent action in response to misconduct or violations of professional standards.

If a student is subject to interim measures, restrictions, or sanctions that limit participation in clinical education, the program may adjust, suspend, or terminate clinical placement as necessary to maintain compliance, patient safety, and educational integrity.

Non-Compliance

A finding of responsibility for discrimination, harassment, retaliation, or sexual and gender-based misconduct by Central Michigan University may result in review of the student's status in the MSAT program.

Program-level consequences may include corrective action, removal from clinical education, suspension, or dismissal in accordance with the Progressive Discipline Policy. Violations that compromise patient safety, professional standards, or the integrity of the educational environment may warrant immediate action.

CRIMINAL AND CIVIL DISCLOSURE POLICY

Because legal matters may impact professional credentialing and clinical placement eligibility, students enrolled in the MSAT program are required to disclose specified criminal and civil matters to the program.

Initial Disclosure

At the time of program admission, students must disclose:

- Any prior felony convictions
- Any prior misdemeanor convictions
- Any pending criminal charges
- Any civil or legal actions that could reasonably impact clinical placement, licensure, or professional credentialing

Disclosure does not automatically result in dismissal from the program. Each situation will be reviewed individually in accordance with university policy and program standards.

Ongoing Disclosure Requirement

Students have a continuing obligation throughout enrollment to report any new:

- Criminal charges
- Criminal convictions
- Indictments
- Court-ordered restrictions
- Legal findings or civil actions that may impact professional practice

Disclosure must occur within ten business days of receiving formal notice of charges, indictment, conviction, or other qualifying legal action.

If there is uncertainty regarding whether a matter qualifies for disclosure under this policy, students are expected to consult the Program Director for clarification.

Notification Procedure

Students must provide written notification to the Program Director describing:

- The nature of the charge
- Conviction or legal action
- The date formal notice was received

The Program Director may request other supporting documentation as appropriate.

Following notification, the student will meet with the Program Director to review potential implications for:

- Clinical education eligibility
- University standing
- State licensure requirements
- BOC examination eligibility
 - Eligibility for the Board of Certification (BOC) examination and credentialing as a Certified Athletic Trainer is determined solely by the BOC. Criminal convictions, pending charges, and certain civil or legal actions may affect a candidate's eligibility for certification, state licensure, or professional practice. The Master of Science in Athletic Training (MSAT) program does not

determine BOC eligibility and cannot guarantee that a student will qualify to sit for the BOC examination.

Documentation of the disclosure and meeting may be maintained in accordance with program procedures.

Clinical Placement Considerations

Clinical education sites may require independent criminal background checks and retain sole discretion regarding student placement. A positive background check, pending charges, or legal restrictions may result in denial of placement by a clinical site.

If a student is unable to secure or maintain required clinical placement due to criminal or legal matters, progression in the MSAT program may not be possible.

Non-Compliance

Failure to disclose required information within the established timeframe, falsification of disclosure, or failure to cooperate with related program review may constitute a violation of Student Conduct and Accountability policies.

Non-compliance may result in disciplinary action consistent with the Student Retention Policy and Progressive Discipline Policy and may include probation, suspension from clinical education, or dismissal from the MSAT program.

This policy should be read in conjunction with the Student Retention Policy, Progressive Discipline Policy, and Clinical Experience Requirements.

SOCIAL MEDIA POLICY

The athletic training program recognizes and supports its athletic training students' rights to freedom of speech, expression, and association, including the use of online social media networks. In this context, however, students are held to the standards of the athletic training program, the National Athletic Trainers' Association (NATA) Code of Ethics, and the Board of Certification (BOC) Code of Professional Responsibility. Students in violation of the guidelines below are subject to discipline up to and including suspension and/or dismissal from the program as per the Student Retention Policy.

Inappropriate or malicious use of social media networks may include but is not limited to:

1. Posting information about patients. Even if the patient is not named directly, this is a violation of the patient's privacy.
2. Derogatory language or remarks regarding patients, fellow students, coaches, administration, clinical sites/affiliations, faculty or staff.
3. Demeaning statements or threats that endanger the safety of another person.
4. Incriminating photos or statements regarding, underage drinking, usage of illegal drugs, sexual harassment, violence, or any other form of illegal and/or criminal behavior.
5. Capturing video, audio, or images of f
6. Faculty or staff or fellow students for personal or social media use without their express written permission.
7. Capturing video, audio, or images of coaches, medical personnel, or patients, which includes athletes, for personal or social media use.
8. Accepting or sending friend requests or other join requests to patients until no longer enrolled as a student in the MSAT.
9. Providing a medical diagnosis or opinion under the guise of a licensed healthcare professional.
10. Endorsing, sharing, or engaging with content related to any of the acts listed above, including through "likes," comments, or reposts, or otherwise demonstrating knowledge of such acts without taking appropriate action to report or disassociate from them.

Non-Compliance

Students who fail to comply with this Social Media Policy may be subject to immediate corrective action, including removal from a clinical or educational setting when appropriate. Continued or repeated non-compliance may result in disciplinary action up to and including suspension or dismissal from the program, in accordance with the Progressive Discipline Policy.

SMART DEVICE AND ELECTRONIC DEVICE POLICY

Central Michigan University (CMU) athletic training students represent the athletic training program, CMU, the athletic training profession, and the clinical sites to which they are assigned. As healthcare providers in training, students are expected to demonstrate integrity, professionalism, and accountability during all assessments and simulation activities.

The presence or use of personal electronic devices during examinations or simulation activities may compromise academic integrity, confidentiality, and professionalism. Students are expected to comply fully with the expectations outlined below.

Personal electronic devices may include, but are not limited to, cell phones, smart watches, fitness trackers, tablets, earbuds, headphones, smart glasses, wearable technology, artificial intelligence enabled devices, and any technology capable of communication, recording, internet access, data storage, or visual display.

Student Expectations

1. Personal electronic devices must be stored away and inaccessible during all assessments including written, practical and simulation activities unless explicitly approved by faculty.
2. Devices may not be accessed at any time during these assessments, including breaks.
3. Students may be required to place devices in a designated location prior to the start of an assessment.
4. Faculty may require the removal or storage of smart electronic devices at their discretion.
5. Any device capable of recording, communication, artificial intelligence assistance, or displaying information not readily visible to faculty is prohibited. This includes, but is not limited to, smart watches, smart glasses, and augmented or virtual reality devices.
6. Recording, photographing, copying, transmitting, or sharing any examination or simulation content—including scenarios, materials, participant performance, or debriefing discussions—is strictly prohibited. All simulation content is considered confidential and may not be shared outside the educational setting.
7. The use, possession, or access of unauthorized smart devices as described above during examinations or evaluations may be considered a violation of academic integrity.

Exceptions to this policy may only be granted with prior approval through Disability Services or documented faculty authorization.

Clinical Experiences

Cell phones and other electronic devices are not to be used during clinical experiences unless explicitly approved by the preceptor.

Non-Compliance

Students who fail to comply with this Smart Device and Electronic Device Policy may be subject to immediate corrective action, including removal from an examination, simulation activity, or clinical experience when appropriate. Continued or repeated non-compliance will be addressed through the Academic Integrity and Progressive Discipline Policies and may result in further disciplinary action, up to and including suspension or dismissal from the program.

PROFESSIONAL APPEARANCE AND DRESS CODE POLICY

Central Michigan University (CMU) athletic training students represent the athletic training program, CMU, the athletic training profession, and the clinical sites to which they are assigned. As healthcare providers in training, students are expected to always maintain a professional appearance that reflects positively on themselves, the program, and their clinical site.

All clothing, accessories, and personal items must be clean, neat, and appropriate to the assigned setting as outlined below.

General Expectations

1. Clothing must be clean, neat, and in good repair at all times.
2. Attire should allow for freedom of movement while maintaining a professional appearance.
3. Clothing that is excessively tight, short, revealing, or transparent is not permitted.
4. Students are required to maintain appropriate personal hygiene and professional grooming at all times.
 - Appearance must be clean, neat, and consistent with professional standards to ensure a safe, respectful, and effective learning and clinical care environment.
5. CMU or site-approved apparel should be worn when representing the athletic training program.
6. Students must follow any additional site-specific dress code requirements or branding initiatives.
7. Students should not wear clothing representing the athletic training program when engaged in non-professional/recreational activities.

Exceptions to this policy may be granted only with prior approval from the student's preceptor.

Specific Attire Requirements

Shirts

- The appropriate designated shirt must be worn according to the facility or site to which the student is assigned.
- Shirts should be long enough to cover the midsection when the arms are raised.
- Only CMU apparel, site-specific apparel, or unbranded shirts are permitted.

Name Tag

- The program-issued name tag must always be visible and worn on the shirt or outer layer of clothing.

Pants

- Pants must be appropriate in type and color according to the clinical site's guidelines.
- Pants must not be frayed, patched, stained, or have holes.
- Leggings, tights, sweatpants, jeggings, yoga pants, and jeans are not permitted.

Shorts

- Shorts may not be permitted at all clinical sites. Students must verify their site's policy before wearing them.
- Shorts must extend to mid-thigh, be free of frays, patches, stains, or holes, and not resemble beachwear or denim shorts.

Sweatshirts

- Sweatshirts may not be permitted at all clinical sites. Students must confirm site-specific expectations.
- Only CMU apparel, site-specific apparel, or unbranded sweatshirts are allowed.

Jewelry

- Jewelry must be minimal and not interfere with patient care or safety.
- Long, bulky necklaces, chains, or large hoop earrings are not permitted.

- Body piercings may not be allowed at some clinical sites.

Acrylic Nails

- Students must adhere to their clinical site's policy regarding acrylic or artificial nails.

Footwear

- Closed-toe and closed-heel shoes with socks must be always worn.
- Shoes should be clean, in good repair, and appropriate for the clinical environment.
- Very high heels are not permitted.

Hats and Headwear

- Hats and other head coverings may not be permitted at some clinical sites.
- Religious or medical head coverings are permitted.

Outerwear

- Coats or jackets must be appropriate for the climate and professional in appearance.
- Students must follow their site's policies regarding acceptable outerwear.

Medical/Fanny Pack

- Program-issued medical packs are provided once admitted into the program.
- Packs are to be worn during clinical experiences at the discretion of the preceptor.

Face Masks and Shields

- The use of face masks or face shields may be required inside CMU facilities or clinical sites.
- When required, they must be worn appropriately and meet the standards of a healthcare setting.

Non-Compliance

Failure to comply with the Professional Appearance and Dress Code Policy may result in immediate corrective action, including removal from an educational or clinical setting when warranted. Continued or repeated non-compliance will be addressed through the Progressive Discipline Policy and may result in further disciplinary action, up to and including suspension or dismissal from the program.

WORKING WITH MINORS POLICY

The athletic training program maintains affiliation agreements with numerous local high schools and rehabilitation clinics. As a result, it is highly likely that students will interact with minors during their clinical experiences. In addition to adhering to the Board of Certification (BOC) Standards of Professional Practice, the National Athletic Trainers' Association (NATA) Code of Ethics, and the Commission on Accreditation of Athletic Training Education (CAATE) Standards, students are expected to follow the guidelines outlined below. Some clinical sites may also require students to complete a background check prior to the start of their clinical experience. The specific requirements will vary based on the site to which the student is assigned.

All athletic training students must follow these expectations when interacting with minors:

1. **Avoid Being Alone with a Minor**
 - Students should avoid situations where they are alone with a minor in any setting, including treatment rooms, locker rooms, or offices.
 - When one-on-one communication is necessary, ensure that it occurs in open or observable areas and that your preceptor or another staff member is aware.
2. **Professional Communication and Language**
 - Use clear, respectful, and age-appropriate language at all times.
 - Avoid sarcasm, teasing, or jokes that could be misinterpreted.
 - Vulgar, demeaning, or suggestive language is strictly prohibited.
 - Written and electronic communication with minors must be professional and related only to approved clinical or athletic activities.
3. **Patient Consent and Physical Contact**
 - Always explain the purpose and nature of any examination or treatment before making physical contact with a patient.
 - Obtain verbal agreement or assent from the patient prior to any contact.
 - Limit contact to what is necessary for providing appropriate and professional patient care.
4. **Boundary Management**
 - Always maintain professional boundaries.
 - Do not engage in personal relationships, social media connections, or meetings with minors outside your assigned clinical role.
 - Avoid behavior that could be perceived as favoritism, overfamiliarity, or personal involvement.
5. **Reporting Responsibilities**
 - Immediately report any inappropriate behavior, comments, or interactions—by yourself, peers, patients, or staff—to your preceptor and the Director of Clinical Education.
 - Report any suspected or disclosed abuse (physical, sexual, emotional, or neglect) directly to your preceptor and follow mandated reporting procedures as directed by your clinical site and program policies.
 - Report any statements suggesting suicidal or homicidal thoughts directly to your preceptor and follow mandated reporting procedures as directed by your clinical site and program policies.
6. **Professional Demeanor and Role Modeling**
 - Demonstrate respect, patience, courtesy, and maturity in all interactions.
 - Serve as a positive role model by maintaining composure, professionalism, and ethical integrity, both in and outside the clinical setting.
 - Remember that as a representative of CMU and the athletic training profession, your behavior sets an example for others.

Non-Compliance

Student who fail to comply with the Working with Minors Policy may result in immediate corrective action, including removal from assigned activities or clinical settings when warranted. Such violations will be addressed through the Progressive Discipline Policy and may result in further disciplinary action, up to and including suspension or dismissal from the program.

PROGRESSIVE DISCIPLINE POLICY

Progressive discipline is a structured approach to addressing violations of institutional, programmatic, or course policies. It is designed to provide students with opportunities to understand and correct their behavior while maintaining the integrity and standards of the MSAT program. Progressive discipline is cumulative but may be adjusted based on the severity and context of the violation. The classification of a violation as minor, serious, significant, or severe will be determined by the athletic training program based on the nature of the conduct, the context in which it occurred, intent, the impact on patients, peers, faculty, staff, or clinical sites, and the student's prior disciplinary history.

Flagged Status

- **Purpose:** To address a minor violation or an initial concern, which may arise from a single incident or pattern of behavior.
- **Actions:**
 - The student will meet with the Program Director, Director of Clinical Education, Faculty Advisor, and/or the Instructor of Record to discuss the identified violation.
 - A letter of understanding will be presented to the student outlining the details of a corrective action plan with specific requirements and timelines.
 - The letter of understanding will be signed by the student and Program Director and placed in the student's file.
 - Follow-up meetings will be scheduled to assess progress and determine if further action is needed.

First Notice

- **Purpose:** To formally address violations that are recurring, not corrected in accordance with a corrective action plan, or sufficiently serious in nature, including a single incident that warrants formal notice.
- **Actions:**
 - The student will meet with the Program Director, Director of Clinical Education, Faculty Advisor, and/or the Instructor of Record to discuss the identified violation.
 - A letter of understanding will be presented to the student outlining the details of a corrective action plan with specific requirements and timelines.
 - The letter of understanding will be signed by the student and Program Director and placed in the student's file.
 - Regular follow-up meetings to monitor compliance and provide support will be scheduled.

Probation

- **Purpose:** To address a significant violation or repeated concerns that substantially affect the student's standing in the program, including a single incident of significant severity.
- **Actions:**
 - The student will meet with relevant faculty members for a comprehensive review meeting.
 - A probation agreement, specifying the terms and conditions for continued enrollment in the program will be presented to the student.
 - The probation agreement will be signed by the student and Program Director and placed in the student's file.
 - The Program Director will continually monitor and evaluate the student's adherence to the probation agreement terms.

Suspension or Termination

- **Purpose:** To address failure to comply with probation terms, as well as serious violations, including a single incident that poses a risk to safety, professional standards, or program integrity.
- **Actions:**
 - The student will meet with the Program Director, School Chair, and/or a representative from the Dean's office for a formal hearing.
 - The student will be provided the opportunity to review and respond to the evidence presented regarding the policy violation.
 - The Program Director, in consultation with the School Chair and Dean's office representative, will determine the appropriate action, which may include suspension or dismissal from the program.
 - A formal letter documenting the decision will be signed by the Program Director and placed in the student's file, with written communication provided to the student.

Guiding Principles

- **Consistency and Fairness:** All students are subject to the same standards and procedures, ensuring equitable treatment.
- **Transparency:** Students are informed of the expectations, processes, and potential consequences associated with their behavior.
- **Educational Focus:** The primary goal is to promote student growth and professional development, rather than punitive measures.
- **Confidentiality:** All proceedings and records are handled with the utmost confidentiality, in accordance with CMU policies and applicable laws.
- **Due Process:** Students have the right to be informed of the policy violation allegations, present their perspective, and appeal decisions as outlined in the program's grievance procedures.

Appeal Process

Students have the right to appeal disciplinary decisions. The appeal must be submitted in writing to the CMU Athletic Training Program Director within 10 business days of the decision. The appeal will be reviewed by a designated committee established by the Dean's office, and a final decision will be communicated to the student within a reasonable timeframe.

Conclusion

This Progressive Discipline Policy is designed to uphold the standards of the Central Michigan University MSAT program and support students in their professional development. By addressing issues promptly and constructively, the program aims to foster a learning environment that prepares students for successful careers in athletic training.

Glossary of Definitions and Abbreviations

Academic Year: The defined instructional period established by Central Michigan University for graduate education.

AT: Athletic Trainer. A healthcare professional credentialed by the Board of Certification.

ATC: Athletic Trainer Certified. Credential awarded by the Board of Certification.

ATR: Course prefix used for Athletic Training courses within the MSAT curriculum.

ATS: Athletic training student. A student enrolled in an accredited MSAT program

BOC: Board of Certification, Inc. The only accredited certifying body for athletic trainers in the United States. The BOC establishes eligibility standards for certification and credential maintenance

CAATE: The accrediting body responsible for establishing and enforcing standards for professional athletic training programs

Clinical Education: Formally assigned, structured, and supervised learning experiences that allow students to apply didactic knowledge and develop clinical reasoning skills in authentic healthcare settings.

Clinical Education Site: An approved healthcare setting where students complete assigned clinical education experiences under the supervision of a qualified preceptor.

Clinical Placement: An officially assigned clinical education experience that is structured, supervised, and approved by the MSAT program.

Direct Supervision: A supervisory model in which the preceptor is physically present and immediately available to intervene while the student is rendering patient care, consistent with CAATE supervision standards

DCE: Director of Clinical Education. The faculty member responsible for the planning, coordination, and oversight of clinical education experiences.

Evidence-Based Practice (EBP): The integration of best available research evidence, clinical expertise, and patient values to inform clinical decision-making.

FERPA: Family Educational Rights and Privacy Act. Federal law protecting the privacy of student education records.

HIPAA: Health Insurance Portability and Accountability Act. Federal law protecting the privacy and security of patient health information.

ICC: Injury Care Center. A program-affiliated clinical site where MSAT students may participate in supervised patient care experiences.

Immersive Athletic Training Clinical Experience: A concentrated clinical education experience designed to allow students to participate in the day-to-day and week-to-week role of the athletic trainer and experience the totality of patient care, consistent with CAATE Standards.

IPE: Interprofessional Education. Educational experiences in which students from multiple healthcare professions learn with, from, and about each other to improve collaboration and patient outcomes.

MSAT: Master of Science in Athletic Training. The graduate professional program at Central Michigan University.

Patient: Any individual receiving healthcare services from a student under supervision, regardless of athletic status. The MSAT program uses the term patient to reflect the broad scope of practice.

Preceptor: A licensed or otherwise qualified healthcare professional who supervises, instructs, mentors, and evaluates students during clinical education experiences in accordance with CAATE standards

Professional Behaviors: The conduct expectations, ethical standards, communication practices, and accountability measures required for continued enrollment and progression in the MSAT program.

Progressive Discipline: A structured process for addressing violations of academic or professional policies, with escalating consequences based on severity and recurrence.

Scope of Practice: The legally defined boundaries within which an athletic trainer may practice, as determined by state law and professional standards.

Student Retention Policy: The policy outlining academic and professional standards required to remain in good standing in the MSAT program.

Supplemental Clinical Experience: Additional supervised clinical experiences beyond required athletic training settings that support exposure to broader healthcare populations and conditions.

Totality of Care: Participation in the full continuum of patient care, including evaluation, diagnosis (as permitted by scope), treatment planning, implementation, documentation, communication, follow-up, and discharge planning, consistent with CAATE immersive standards

Working with Minors: Policies and expectations governing professional interactions with individuals under the age of 18 during clinical education experiences.

Handbook Acknowledgment

I acknowledge that I have received and reviewed the Master of Science in Athletic Training (MSAT) Student Handbook. I understand that I am responsible for complying with all policies, procedures, and standards outlined in the handbook, as well as applicable Central Michigan University and clinical site requirements.

I understand that successful completion of the MSAT program requires participation in assigned clinical education experiences and that inability to complete required clinical education may prevent progression in the program.

I acknowledge my continuing obligation to comply with policies related to professional conduct, clinical eligibility requirements, criminal and civil disclosure, confidentiality and privacy, and safety procedures.

I understand that, as a student preparing to enter the athletic training profession, I am expected to uphold the standards of professional behavior established by the National Athletic Trainers' Association (NATA) Code of Ethics and the Board of Certification (BOC) Code of Professional Responsibility. I acknowledge that violations of these professional standards may impact my standing in the MSAT program and my eligibility for professional credentialing.

I understand that eligibility for the Board of Certification (BOC) examination and state licensure is determined by the appropriate credentialing and regulatory bodies. The MSAT program does not guarantee eligibility for certification or licensure.

I understand that policies may be updated and that I am responsible for remaining informed of current requirements.

Student Name: _____

Global ID: _____

Signature: _____

Date: _____