



Athletic Training Program

**Master of Science**  
**Athletic Training Program**  
**Policies and Procedures**

Revised April 2024

Three handwritten signatures are written over three horizontal lines. The top signature is in cursive and appears to be 'Ashley Crossway'. The middle signature is also in cursive and appears to be 'Patrick Donnelly'. The bottom signature is in cursive and appears to be 'Katherine Polasek'.

Approved:

Ashley Crossway, Program Director

Patrick Donnelly, Coordinator of Clinical Education

Katherine Polasek, Department Chair

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## INTRODUCTION

SUNY Cortland has a long history of educating students to become certified athletic trainers. In 1974, SUNY Cortland was the first undergraduate Athletic Training Program in New York State approved by the National Athletic Trainers' Association (NATA). In April 1996, the program received its initial accreditation by the Commission on Accreditation of Athletic Training Education (CAATE) ([www.caate.net](http://www.caate.net)).

The Master of Science in Athletic Training (MSAT) integrates theory and practice with strong clinical experience to prepare students for a career as an athletic trainer. To practice as an athletic trainer, a candidate must complete a professional athletic training program from a nationally accredited academic institution that sponsors an athletic training program accredited by the Commission on Accreditation of Athletic Training Education (CAATE). After completion of the Master of Science in Athletic Training degree, students are eligible to sit for the Board of Certification (BOC) examination which is required for a career as a certified athletic trainer.

## ACCREDITATION

The SUNY Cortland Athletic Training Program CAATE accreditation status is viewable at: <http://www2.cortland.edu/departments/kinesiology/accreditation.dot>. The MSAT program is also registered with the New York State Education Department as an Athletic Training license-qualifying program. Students that complete the AT Program and meet all the minimum requirements for retention will be eligible to sit for the Board of Certification Examination (BOC) ([www.bocatc.org](http://www.bocatc.org)). The program's BOC passing rate is viewable at: <http://www2.cortland.edu/departments/kinesiology/accreditation.dot>.

## DISCLAIMER

This policy and procedures manual and any accompanying documentation is intended as a general guide for all MSAT students. The materials in this manual are to provide clarification to MSAT-specific policies and procedures. The MSAT retains the right to make changes in the academic program, policies and procedures manual, and accompanying documents. All such changes will be effective at times deemed appropriate by the MSAT faculty and staff and may apply to enrolled students as well as future students in the MSAT program.



I, have read the policies and procedures found within the MSAT Student Handbook. I understand that I am responsible for knowing the information outlined within this document and the embedded hyperlinks. Please check the following boxes to indicate that you have read and can understand the following sections of the MSAT Student Handbook:

- Program Requirements
- MSAT Student Expenses
- Technical Standards
- Matriculation Requirements (Retention, Probation, and Suspension)
- Athletic Training Student Responsibilities
- Time Commitment
- Student Grievance Policy
- Appendix: Institutional Policies & Important Links

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Student Signature

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Date

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Program Director Signature

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Date

## INSTITUTIONAL MISSION STATEMENT

Our Mission: SUNY Cortland is an academic community dedicated to diverse learning experiences. Students grow as engaged citizens with a strong social conscience fostered by outstanding teaching, scholarship, and service.

## INSTITUTIONAL VISION STATEMENT

Our Vision: SUNY Cortland will be a college of opportunity, from which students graduate with the knowledge, integrity, skills, and compassion to excel as leaders, citizens, scholars, teachers, and champions of excellence. Prospective students and employees will choose the College in response to its nationally recognized academic programs, innovation and experiential learning, and the rich intellectual, social and athletic life on the campus. SUNY Cortland will be a center for intellectual, cultural and economic growth, distinguished by successful partnerships with organizations, schools, agencies and businesses throughout the region, the nation, and the world.

## SUNY CORTLAND NON-DISCRIMINATION/NON-HARASSMENT POLICY

SUNY Cortland is dedicated to providing a comprehensive educational experience that prepares individuals to function in a diverse society and aims to create an environment where each person's individual dignity is valued. The College prohibits, and will not tolerate discrimination or harassment on the basis of race, color, national origin, religion, creed, age, disability, sex, gender, sexual orientation, self-identified or perceived sex, gender expression, status of being transgender, or gender identity, familial status, pregnancy, predisposing genetic characteristic or carrier status, military status, U.S. Veteran status, domestic violence victim status, prior criminal conviction unrelated to employee's job or, any other characteristic protected by applicable local, state or federal law. SUNY Cortland will comply with all applicable equal employment opportunity/non-discrimination laws. Employees, students, applicants, or other members of the College community (including but not limited to vendors, visitors, and guests) may not be subjected to harassment that is prohibited by law or treated adversely based upon a protected characteristic.

## PROGRAM MISSION STATEMENT

The mission of the SUNY Cortland Athletic Training Program is to provide a hands-on, comprehensive, and contemporary healthcare education that prepares students to become athletic trainers.

## PROGRAM GOALS

The MSAT program is committed to providing students with excellent didactic and extensive athletic training clinical experience in a variety of settings that foster the development of critical thinking and problem-solving. SUNY Cortland's Master's in Athletic Training program will provide students with the skills necessary to be a successful graduate student, beginning scholar, and entry-level professional. Our exciting, challenging, and rewarding program will provide students with an exceptional foundation for

future professional and intellectual endeavors. Upon successful program completion, students can sit for the Board of Certification (BOC) examination. Upon passing the BOC examination they can begin a rewarding career as an athletic trainer. Students will demonstrate competence in the educational content areas for the practice of athletic training including prevention, clinical evaluation and diagnosis, immediate care, treatment, rehabilitation and reconditioning, organization and administration and professional responsibility.

## STUDENT LEARNING OUTCOMES

Upon completion of this program, students will be able to:

1. Implement systematic, evidence-based examinations and assessments to formulate a clinical diagnosis and determine the patient's plan of care.
2. Integrate evidence-based practice to deliver current practices to promote optimal patient care.
3. Develop a value system based on the standard of expected care in accordance with the athletic training professional and ethical standards.
4. Demonstrate effective written and oral communication skills.
5. Demonstrate professional growth and actively participate in the athletic training profession.

## PROGRAM PERSONNEL

### PROGRAM DIRECTOR

Responsible for program planning and operation, program evaluation, maintenance of accreditation and other administrative and supervisory responsibilities for the CAATE portion of the Athletic Training Program.

### COORDINATOR OF CLINICAL EDUCATION

Responsible for student clinical progression, clinical site assignments and evaluation, student evaluation, preceptor training, and preceptor evaluation.

### MEDICAL DIRECTOR

Serves as a resource and medical content expert for the program. This person is required to be an MD/DO who is licensed to practice in New York State.

### ATHLETIC TRAINING FACULTY AND STAFF

- Responsible for the instruction of athletic training knowledge, skills, and abilities, and advisement and mentoring of students
- Responsible to provide preventative services, emergency care, clinical diagnosis, therapeutic intervention, and rehabilitation of injuries and medical conditions for SUNY Cortland varsity athletes

- Must possess a current New York State Athletic Training license and be in good standing with the New York State Education Department, when teaching hands-on athletic training patient care techniques with an actual patient population
- Are required to be certified and in good standing with the BOC

#### PRECEPTOR

- Responsibility to:
  - Supervise, mentor, and instruct students during athletic training clinic experiences
  - Provide instruction and assessment of current knowledge, skills, and clinical abilities
  - Provide instruction and opportunities for the student to meet the competencies outlined in curricular content standards during actual patient care
  - Provide assessment of athletic training students' competencies outlined in curricular content standards during actual patient care
- Must possess a current New York State Athletic Training license and be in good standing with the New York State Education Department
- Must be certified and in good standing with the BOC



## PROGRAM FACULTY AND ADMINISTRATORS

### ADMINISTRATORS

Dr. Lynn MacDonald PhD  
Interim Dean, School of Professional Studies  
Professional Studies, Room 1175  
607-753-2701  
[lynn.macdonald@cortland.edu](mailto:lynn.macdonald@cortland.edu)

Katherine M. Polasek, PhD  
Chairperson, Kinesiology Department  
Professional Studies Building, Room 1164  
607-753-4300  
[Polasekk@cortland.edu](mailto:Polasekk@cortland.edu)

### CORE FACULTY

Ashley Crossway, DAT, ATC  
Program Director  
Park Center, Room 2304  
607-753-4235  
[ashley.crossway@cortland.edu](mailto:ashley.crossway@cortland.edu)

Patrick Donnelly EdD, ATC  
Coordinator of Clinical Education  
Park Center, Room 2311  
607-753-5708  
[Patrick.Donnelly@cortland.edu](mailto:Patrick.Donnelly@cortland.edu)

Alyson Dearie EdD, ATC  
Associate Professor  
Park Center, Room 2308  
607-753-4944  
[Alyson.dearie@cortland.edu](mailto:Alyson.dearie@cortland.edu)

Ryan Davis DSc, ATC  
Assistant Professor  
Park Center, Room 2312  
607-753-4864  
[Rdavis32@cortland.edu](mailto:Rdavis32@cortland.edu)

### ASSOCIATED FACULTY

Sonya Comins, MEd, ATC, CSCS  
Athletic Trainer  
Park Center, Room 2307  
607-753-4602  
[Sonya.Comins@cortland.edu](mailto:Sonya.Comins@cortland.edu)

Trisha Donnelly MA, ATC  
Athletic Trainer  
Park Center, Room 2309  
607-753-4784  
[Trisha.donnelly@cortland.edu](mailto:Trisha.donnelly@cortland.edu)

Lacy Gunn MS, ATC  
Athletic Trainer  
Park Center, 2306  
607-753-4787  
[Lacy.gunn@cortland.edu](mailto:Lacy.gunn@cortland.edu)

Kyle Liang MS, ATC, FMS  
Athletic Trainer  
Park Center, 1411  
607-753-5532  
[Kyle.Liang@cortland.edu](mailto:Kyle.Liang@cortland.edu)

Harry Campbell MS, ATC

Head Athletic Trainer

Park Center, 1211

607-753-5443

[name@cortland.edu](mailto:name@cortland.edu)

Brian Hebbard MS, ATC

Assistant Athletic Trainer

Park Center, 1207 A

607-753-5461

[Brian.Hebbard@cortland.edu](mailto:Brian.Hebbard@cortland.edu)

Molly Potvin MS, ATC

Assistant Athletic Trainer

Park Center, 1207A

607-753-5461

[Molly.Potvin@cortland.edu](mailto:Molly.Potvin@cortland.edu)

Amber Rice ATC

Assistant Athletic Trainer

Park Center, 1411

607-753-5944

[Amber.Rice02@cortland.edu](mailto:Amber.Rice02@cortland.edu)

MEDICAL DIRECTOR

Andrew Getzin, M.D.

Medical Director

Cayuga Medical Center

310 Taughannock Blvd, Suite 5A

[607-252-3580](tel:607-252-3580)

## CAATE, BOC, NATA

These three organizations, although separate, work together to promote, develop, monitor, and manage athletic training education. The purpose of this section is to provide additional information on how the three organizations function together and separately.

The CAATE (Commission on Accreditation of Athletic Training Education) is the accrediting body of athletic training programs and is recognized by the Council of Higher Education (CHEA). It provides the standards by which athletic training programs are measured to ensure compliance and competence. (<https://caate.net>)

The BOC (Board of Certification, INC.) is responsible for certifying athletic trainers in the United States. It helps to institute and maintain [Standards of Practice](#) and continued education. The BOC manages the national certification examination for athletic training and monitors continued education to ensure athletic trainers meet a minimum standard for practice at initial certification and have access to continued education with a focus on providing high-quality patient care (<http://www.bocatc.org>).

The NATA (National Athletic Trainers' Association) was founded in 1950 as the professional association for athletic trainers. The NATA advocates for the advancement of the athletic training profession. This organization also supports individual athletic trainers through engagement and development opportunities at the state, regional, and national levels. Specifically, the NATA-ECE (Executive Committee for Education) liaisons with the CAATE and the BOC to help support and influence the future direction of athletic training education (<https://www.nata.org>). The [NATA Code of Ethics](#) establishes the principles of ethical behavior for the practice of athletic training, students of SUNY Cortland's Master of Science in Athletic Training (MSAT) are expected to follow these Codes. If a conflict exists between the Code and the law, the law prevails.

## CERTIFICATION REQUIREMENTS

To become a nationally certified athletic trainer, you must complete your entry level athletic training education program accredited by the CAATE and pass the BOC certification exam. To qualify as a candidate for the BOC certification exam, you must be confirmed by the recognized Program Director of the CAATE accredited education program. You must complete all the requirements for graduation and meet the standards of the MSAT at SUNY Cortland, to be confirmed to take the BOC certification exam by the MSAT Program Director. Additional information on the BOC exam and requirements can be found at [www.bocatc.org](http://www.bocatc.org).

## ADMISSION REQUIREMENTS

### APPLICATION MATERIALS FOR M.S. IN ATHLETIC TRAINING

Prospective students should be prepared to submit the following materials for the graduate program in athletic training. Meeting the requirements listed below does not guarantee admission into SUNY Cortland's Program. The application deadline is April 1<sup>st</sup>; however, priority review of applications will begin February 1<sup>st</sup>. Applications submitted after the deadline may be considered if space is available. Contact the Graduate Admissions Office at 607-753-4800 to check availability.

1. Completed [online graduate school application](#)
2. Official transcripts from all higher education institutions attended

**Note:** These transcripts should be sent directly to the SUNY Cortland Graduate Admissions Office. Candidates for admission must present evidence of a bachelor's degree prior to the start of the program.

3. A typed statement of 250 words or less demonstrating professional goals, commitment to, and interest in the athletic training profession
4. A résumé submitted online with the application
5. Two letters of recommendation, including one from the supervising certified athletic trainer where observation hours were completed
6. A minimum of 50 observation hours under the direct supervision of a Board of Certification (BOC) certified athletic trainer

**Note:** Supervising certified athletic trainers must complete [the verification of clinical hours form](#)

7. A copy of current basic first aid, CPR, and AED certifications meeting Emergency Cardiac Care (ECC) requirements prior to the start of the program

Additional [Graduate Admissions](#) information can be found on the Institutional Website or by contacting the **Graduate Admissions Office** Miller Building, Room 106 **Phone:** 607-753-4800 **Fax:** 607-753-5988. Or by Mail: Graduate Admissions Office, P.O. Box 2000, Cortland, NY 13045

## ADMISSIONS CRITERIA FOR M.S. IN ATHLETIC TRAINING

1. Preference will be given to student with a GPA of 3.0 and higher on a 4.0 scale for undergraduates.
2. Evidence of a minimum grade of C in the following college courses or course equivalent:
  - Anatomy and Physiology I (with lab) – 4 credits
  - Anatomy and Physiology II (with lab) – 4 credits
  - Biology – 3 credits
  - Biomechanics – 3 credits
  - Chemistry – 3 credits
  - Exercise Physiology – 3 credits
  - General Psychology – 3 credits
  - Physics I – 3 credits
  - Sports Psychology – 3 credits
  - Statistics – 3 credits

After the SUNY Cortland Graduate Admissions Office receives all of the required documents, the application is forwarded to the Kinesiology Department. A committee consisting of at least two athletic training representatives evaluates applications.

## PROGRAMMATIC REQUIREMENTS

The following requirements will be met after acceptance but **prior to the start of classes in the first fall semester**:

- Background check and fingerprinting through Identogo
  - Students register for fingerprinting and background check online through [Identogo](#) using workflow code 14ZGR7 for New York Department of Education – Employee
  - Students will then create a TEACH account through [New York State Education Department Office of Teaching Initiatives](#). After following the instructions to create a TEACH account, students will login, select account information, highlight fingerprinting in the window, and click search. “fingerprinting’ will show at the bottom of the page, and once complete, the banner will indicate that your results have been received. Students are asked to screenshot this page, showing their name, and that results have been received, then upload the screenshot to eValue.
- Liability insurance
  - Purchased through the program.
- NATA student membership

- Membership can be attained at the [NATA Membership](#) webpage
- Up-to-date vaccinations
  - Vaccinations include the following:
    - verification of MMR & MMRII or titre
    - Chicken pox, Varicella titre, or signed release
    - 2 TB/Mantoux test
    - Evidence of vaccination against Hepatitis B, proof of immunity to Hepatitis B, or signed release.
    - Evidence of flu vaccination
    - Evidence of COVID-19 vaccination
    - All vaccinations/tests must include dates, as well as provider signatures
- Individual health insurance
  - A copy of your current insurance card
- Physical
  - In the past 12 months with a current medical history

Materials must be uploaded to the E-Value platform **prior to the start of classes in the first fall semester.**

## MSAT STUDENT EXPENSES

Athletic Training Students may incur expenses in addition to those the University “charges” with tuition and fees. The purchase of these items is the responsibility of the student. They may include the following:

- Student Membership National Athletic Trainers’ Association (Approximately \$97)
- Liability Insurance (Approximately \$10-\$50)
- Criminal Background and Abuse Registry Check (Approximately \$100)
- Immunizations (Depends on student and health insurance)
- Clinical equipment: Stethoscope, blood pressure cuff, athletic training kit, scissors
- Textbooks, reference books, and electronic or digital resources
- Transportation to clinical sites (student may be expected to drive up to 60mins one way for their clinical experience)
  
- Professional attire

*All expenses are subject to change.*

More information regarding [Tuition Fees, Financial Aid, and Graduate Funding \(loans and scholarships\)](#) can be found on the Institutional Website or by contacting the Financial Aid Office, Miller Building, Room 205, Phone: 607-753-4717, Fax: 607-753-5990 or email: [financial.aid@cortland.edu](mailto:financial.aid@cortland.edu)

### CLARIFICATION OF EXPENSES:

- Students are required to become student members of the National Athletic Trainers’ Association upon starting formal education and maintain it throughout enrollment in the program.
- Students are required to purchase liability insurance which must be maintained throughout their formal education in the program. The policy must provide a minimum of \$1,000,000/\$3,000,000 professional liability coverage. Proof of coverage is needed before starting Athletic Training Clinical Experience.
- Students are required to show proof of professional level CPR certification before starting Athletic Training Clinical Experience. Two examples are American Red Cross- CPR for the Professional Rescuer and American Heart Association- Health Care Provider. These must be maintained throughout enrollment in the MSAT.
- Students are required to complete a background check for clearance to complete clinical rotations at hospitals, medical clinics, high schools, colleges, and other venues where athletic trainers practice sports medicine.
- Vaccinations and additional health requirements as needed for different clinical placements (e.g. TB test, Hepatitis B vaccination).

- Outside of the fees listed above the program does not have any additional mandatory fees such as lab fees.
- Professional attire appropriate for clinical placements which could include, but is not limited to: chino style shorts or pants and polo, dress pants or slacks and dress shirt, scrubs, and appropriate footwear. Students are required to purchase 1 Red SUNY Cortland AT Polo (~40 dollars)
- Students must provide their own transportation to athletic training clinical experience sites and other off-campus locations which may be required for athletic training classes or athletic training clinical experiences. Students may be expected to drive up to 60 minutes one way for their clinical experiences.

The student's signature on page 5 of the MSAT Student Handbook indicates that the student is aware of the MSAT expenses and transportation requirements and agrees to pay such expenses.

## FUNDING OPPORTUNITIES

**Scholarships:** The SUNY Cortland Athletic Training Program has three scholarships available. Students apply for the scholarships in the first year to apply towards their second year in the program. These scholarships include John L. Sciera '52 Scholarship, John Cottone Athletic Training Scholarship, and the Michael Cappeto '71, M '73 and Marcia Cappeto Scholarship in Athletic Training. More information and scholarship details can be found on the [SUNY Cortland Scholarship Website](#).

**Graduate Funding:** As graduate students, there are unique funding and financial aid opportunities available to you. More information on Graduate Loans, the Graduate Opportunity Program, and Federal Direct Loans can be found on the [Financial Aid Website](#).

**Internships and Living Stipends:** After completing their first fall semester, students may be eligible for an Internship and Living Stipend through Career Services. This stipend offers financial support to students enrolling in unpaid internships or curricular applied learning experiences. More information on eligibility, the application process, timeline, and award details can be found on [Career Services Website](#).

**Graduate Assistantships:** As graduate students, you have the opportunity to work as a graduate assistant, as long as the assistantship does not conflict with programmatic requirements. More information on positions available, applications procedures, and compensation can be found on the [Graduate Assistant Website](#).

**Employment:** As students, you have the opportunity to work as a student employee, as long as the assistantship does not conflict with programmatic requirements. More information on regarding student employment both on and off campus can be found on the [Career Services Student Employment Website](#).



## TECHNOLOGY REQUIREMENTS

For face-to-face and online classes, you will need access to a reliable computer with high-speed internet access. To access the course, please log into myRedDragon using your netid and password. You are expected to log in to Brightspace at least three times a week, and you must check your SUNY Cortland email at least every other day to stay current and avoid missing any important announcements or other correspondence.

Your computer should meet the following **MINIMUM requirements**:

- 2.0 GHz Processor or higher
- 4 GB Memory
- 120 GB Hard Drive or higher
- Wireless Connectivity (802.11 b/g minimum)
- Updated Windows or Mac Operating System

### o Windows

- 1 Windows XP SP2 or higher
- 1 Update: Start > All Programs > Windows Update

### o Mac

- Update: Apple > Software Update

You must also have access to the following software and hardware:

- Firefox (free download at <http://www.mozilla.org/en-US/firefox/new>)
- Microsoft Edge (free download at <https://www.microsoft.com/en-us/edge/download?form=MA13FJ>)
- Microsoft Office 365 (<https://www2.cortland.edu/offices/information-resources/office-365-for-students.dot>)
- Java (free download at <http://www.java.com/getjava>)
- QuickTime (free download at <https://www.apple.com/quicktime/download/>)
- Adobe Flash Player (free download at <http://get.adobe.com/flashplayer/>)
- Video editing program (such as [Windows Movie Maker](#) or iMovie)
- Webcam (may be built into your computer or external)

\*Additional technologies/software may be used in specific courses; however, the faculty will work to ensure we utilize free options, so as not to add additional costs for the students.

## TECHNICAL STANDARDS FOR ADMISSION AND RETENTION

Approved June 2020, by SUNY Cortland Disability Resources Office

The Athletic Training program at SUNY Cortland is rigorous and intense. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a broad spectrum of individuals. The abilities that an athletic trainer needs to practice safely are those described below, in the [Commission on Accreditation of Athletic Training \(CAATE\) standards](#), and in the [Board of Certification for the Athletic Trainer](#) role delineation study/practice analysis. The purpose of the technical standards is to articulate the demands of the program to students applying.

Applicants admitted to the MS in Athletic Training Program must demonstrate abilities and skills in the following areas:

### **Intellectual and Communication Skills**

1. The cognitive capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments.
2. The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively.
3. The ability to record the physical examination results and a treatment plan clearly and accurately.

### **Motor Function Skills**

1. Sufficient postural and neuromuscular control, sensory function, and coordination to:
  - Perform appropriate physical examinations using accepted techniques
  - Accurately, safely, and efficiently use equipment and materials during the assessment and treatment of patients.
  - Withstand extended periods of sitting and/or standing.
  - Lift essential equipment and assist with patient transfer.

### **Behavioral and Emotional Skills**

1. The capacity to maintain composure and continue to function well during periods of high stress.

2. The perseverance, diligence, and commitment to complete the athletic training education program as outlined and sequenced.
3. The flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.
4. Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

### **Accommodations**

### **Disability Statement**

As part of SUNY Cortland's commitment to a diverse, equitable, and inclusive environment, we strive to provide students with equal access to all courses. If you believe you will require accommodations in any course, please place a request with the Disability Resources Office at [disability.resources@cortland.edu](mailto:disability.resources@cortland.edu) or call 607-753-2967. Please note that accommodations are generally not provided retroactively so timely contact with the Disability Resources Office is important. All students should consider meeting with their course instructor who may be helpful in other ways.

## MSAT – MASTER IN ATHLETIC TRAINING CURRICULUM SEQUENCE

<b>Summer 1 - Session 2</b>	<b>3 credits</b>
ATR 510 Athletic Training Techniques (3)	
<b>Fall 1</b>	<b>12 credits</b>
ATR 511 Clinical Assessment I (3)	
ATR 513 Therapeutic Intervention I (3)	
ATR 516 Acute Care and Emergency Management (3)	
ATR 541 Clinical Experience I (3)	
<b>Spring 1</b>	<b>12 credits</b>
ATR 512 Clinical Assessment II (3)	
ATR 515 Therapeutic Intervention II (3)	
ATR 517 General Medical Conditions in Athletic Training (3)	
ATR 612 Research Methods in Athletic Training (3)	
ATR 542 Clinical Experience II (3)	
<b>Fall 2</b>	<b>15 credits</b>
ATR 514 Fitness Performance and Nutrition (3)	
ATR 518 Pharmacology and Performance Enhancement for Athletic Trainers (3)	
ATR 519 Healthcare Intervention and Referral (3)	
ATR 543 Clinical Experience III (3)	
<b>Spring 2</b>	<b>12 credits</b>
ATR 520 Healthcare Administration and Leadership (3)	
ATR 613 Contemporary Topics in Athletic Training (3)	
ATR 614 Comprehensive Examination in Athletic Training (3)	
<b>or</b> ATR 615 Master's Project in Athletic Training (3)	
<b>or</b> ATR 616 Master's Thesis in Athletic Training (3)	
ATR 544 Clinical Experience IV (3)	
<b>Program Total – 54 credits</b>	

Important dates can be found online through the [College's Academic Calendar](#). These dates include campus holidays, campus breaks, final examination periods, and official term dates.

## COURSE DESCRIPTIONS

### ATR 510 ATHLETIC TRAINING TECHNIQUES - 3 CREDITS

Investigates the knowledge, skill, and professional foundations of athletic training. Emphasis is placed on kinesiology, anatomy, physiology, and pathophysiology of injury across diverse patient populations while applying contemporary principles and practices of health informatics and regulatory rules to the administration and delivery of patient care.

### ATR 516 ACUTE CARE AND EMERGENCY MANAGEMENT- 3 CREDITS

Pathology and immediate pre-hospital management of specific acute illnesses and traumatic injuries that may be encountered by the athletic trainer. Attention is given to the clinical signs and symptoms of orthopedic-related injuries and clinical manifestations of acute trauma to the body's systems.

### ATR 511 CLINICAL ASSESSMENT I – 3 CREDITS

Integrate knowledge of anatomy and physiology to perform a comprehensive examination of the lower extremity. Formulate a clinical assessment and treatment plan. Develop clinical examination techniques and clinical decision-making skills.

### ATR 513 THERAPEUTIC INTERVENTION – 3 CREDITS

Study of the scientific theory and principles of musculoskeletal rehabilitation. Current research related to principles and application techniques for therapeutic exercise progressions, patient clinical goals, legal and safe practice guidelines. Lecture: 75 minutes twice a week; Lab: 50 mins once a week.

### ATR 517 GENERAL MEDICAL CONDITIONS IN ATHLETIC TRAINING – 3 CREDITS

A system-based approach investigating the pathophysiology, prevention, recognition, and management of non-orthopedic illnesses, diseases, and disorders in an active population using the most current evidence-based practices.

### ATR 541 CLINICAL EXPERIENCE I – 3 CREDITS

Introduction to clinical care: with focus on athletic training profession and the principles of evidence-based practices.

### ATR 512 CLINICAL ASSESSMENT II – 3 CREDITS

Develop clinical examination techniques and clinical decision-making skills of upper extremity, head, neck, spine, and thorax. Prerequisite: ATR 511

#### ATR 515 THERAPEUTIC INTERVENTION II – 3 CREDITS

A study of the scientific theory and principles of upper extremity musculoskeletal rehabilitation and therapeutic modalities. Current research related to principles and application techniques for each modality, therapeutic exercise progressions, patient clinical goals, and legal and safe practice guidelines. Prerequisite: ATR 513

#### ATR 612 RESEARCH METHODS IN ATHLETIC TRAINING – 3 CREDITS

Current research methods as they relate to evidence-based practice in athletic training

#### ATR 542 CLINICAL EXPERIENCE II – 3 CREDITS

Continued clinical care: with focus on inter-professional collaboration and diagnostic tests. Prerequisite: ATR 541

#### ATR 514 FITNESS PERFORMANCE AND NUTRITION – 3 CREDITS

Physiological rationale for fitness principles and optimal nutrient intake for health, wellness, physical fitness, and athletic performance across the lifespan

#### ATR 520 HEALTHCARE ADMINISTRATION AND LEADERSHIP – 3 CREDITS

Administrative components of healthcare as related to athletic training and developing professional practices. Critical evaluation of current practices related to legal, ethical, financial, facility, operational, administrative, and leadership issues

#### ATR 519 HEALTHCARE INTERVENTION AND REFERRAL – 3 CREDITS

Critical examination of the application of psycho-social interventions and systematic referral with athletes. Comprehensive investigation of current research and best practices related to psychosocial aspects of sport and athletes

#### ATR 543 CLINICAL EXPERIENCE III – 3 CREDITS

Continued clinical care: with focus on cultural competence and ethics. Prerequisite: ATR 542

#### ATR 518 PHARMACOLOGY AND PERFORMANCE ENHANCEMENT FOR ATHLETIC TRAINERS – 3 CREDITS

Principles of pharmacology and governing regulations of pharmacologic management as they relate to athletic training best practice standards

**ATR 544 CLINICAL EXPERIENCE IV – 3 CREDITS**

Full immersion clinical care: with a focus on professional socialization and transition to a certified athletic trainer. Prerequisite: ATR 543

**ATR 613 CONTEMPORARY TOPICS IN ATHLETIC TRAINING – 3 CREDITS**

Current trends in clinical practice of athletic training

**ATR 614 COMPREHENSIVE EXAMINATION IN ATHLETIC TRAINING – 3 CREDITS \*\*\***

Designed to assist those graduate students who are preparing to take the graduate comprehensive examination. Open to students in the MS program in athletic training. S and U grades assigned. Prerequisite: All other degree requirements must be completed or in progress and consent of department

**ATR 615 MASTER’S PROJECT IN ATHLETIC TRAINING – 3 CREDITS \*\*\***

This course is for the development and the defense of the master’s project. Open to students in the MS program in athletic training. S and U grades assigned. Prerequisite: All other degree requirements must be completed or in progress and consent of department

**ATR 616 MASTER’S THESIS IN ATHLETIC TRAINING – 3 CREDITS \*\*\***

This course is for the development and the defense of the master’s thesis. Open to students in the MS program in athletic training. S and U grades assigned. Prerequisite: All other degree requirements must be completed or in progress and consent of department

For more information, please refer to the [College Catalog](#).

## MATRICULATION REQUIREMENTS: RETENTION, PROBATION, AND SUSPENSION

Once admitted to the Athletic Training Program, students are required to meet the following retention requirements. Additional information regarding [Graduate School Academic Policies](#) can be found on the Institutional Website. This information includes Degree Requirements, Financial Aid, Grade Policies, Matriculation Requirements, Withdrawal, Transfer Credits, Graduation Requirements, and more.

### RETENTION REQUIREMENTS

#### GRADE POINT AVERAGE (GPA)

- Minimum overall GPA of 3.0
- No grade below B- will be counted toward a master's degree

More information including Full-Time Status Requirements, Maximum Credit Load, Minimum GPA Requirements, and Requirements for the Award of Master's Degree is available in the [Graduate School Catalog's Academic Policies](#).

#### MINIMUM GRADES FOR ATR COURSES

- A minimum grade point average of 3.0 in graduate work.
- No grade below B- will be counted toward a master's degree

Per [College Graduate Catalog](#): The master's degree is awarded to students who have an overall 3.0-grade point average. To enroll in the thesis project or comprehensive exam, a student must have achieved a 3.0-grade point average.

All students enrolled in a master's degree are required to maintain a minimum 2.8 cumulative grade point average in graduate work. Students whose cumulative grade point average remains below 2.8 for two consecutive terms of enrollment may be dismissed from the College. At the end of the first semester during which the student's grade point average falls below 2.8, they are notified that they are in danger of dismissal. The associate dean (from the school of the student major) will make a notification of dismissal in writing.

#### Formative Assessment

Students will be formatively assessed each semester through required coursework and must demonstrate competence in subject knowledge and clinical skills. Competence is defined as obtaining a minimum grade of B- in all academic coursework and a B- in all clinical experiences while maintaining a minimum cumulative and semester GPA of 3.0. If a student fails to meet these standards, an Intervention/Improvement plan will be implemented. Athletic training is a competency-based profession. It is critically important that a student understands an overall passing GPA does not indicate competency, knowledge, or skill in all required areas. All competence levels measured in this program must be met to the above-required standards in order to pass each assessment opportunity; each class



and clinical; for graduation from this program; to pass comprehensive exams; pass the national BOC exam; and for BOC certification

### Summative Assessment

For summative assessment in the ATR program, students will have three options:

1. Completing ATR 614 Comprehensive Examination as a culminating experience. To enroll in ATR 614, a student MUST:
  - Have a GPA of 3.0 or higher
  - Have completed all academic coursework up to the final Spring Semester
  - Have completed any Intervention/Improvement plans to the satisfaction of the Intervention/Improvement Team
  - Have satisfied all incompletes
  - Be in the last semester of external clinical placement

The comprehensive exam is taken by students during their final semester. To demonstrate professional practice competencies and the foundational knowledge required for the MS degree, students are required to earn a grade of 'Satisfactory' by completing a multiple-choice exam that assesses 10 content areas covered in academic and clinical work including, but not limited to: nutrition, prevention, fitness performance, the assessment, evaluation, diagnosis, and management of a variety of health conditions that are commonly seen in the various athletic training practice settings, healthcare administration, professional responsibilities, foundational knowledge, professional issues, ethical behavior/decision-making, and CAATE, BOC, and NATA requirements. Students have a total of three attempts to pass the exam and receive a 'Satisfactory' grade. One attempt consists of taking the exam in one semester. If the student fails to achieve a 'Satisfactory', a subsequent attempt may be made in the following semester. If, after three attempts, the student has not received a 'Satisfactory' grade, the student will not be awarded the Master's degree.

2. Completing ATR 615 Master's Project as a culminating experience. To enroll in ATR 615, a student MUST:
  - Have a GPA of 3.0 or higher
  - Have completed all academic coursework up to the final Spring Semester
  - Have completed any Intervention/Improvement plans to the satisfaction of Intervention/Improvement Team
  - Have satisfied all incompletes
  - Be in the last semester of external clinical placement

Students who choose this option must select a Master's Project by the end of the fall semester of their second year in the program. The Master's Project will consist of a Committee Chair operating as the project advisor and a minimum of two readers, with at least one reader selected from the ATR faculty. The Master's Project must meet the submission standards for publication or presentation as outlined by either an athletic training conference or journal. These may include but are not limited to: *the Journal of Athletic Training*, *Journal of Athletic Training Education*, *Clinical Practice in Athletic Training*, *International Journal of Athletic Therapy and Training*, National Athletic Trainers Association Annual Symposia, Eastern Athletic Trainers' Association Annual Meeting and Symposia, or NYSATA Annual Meeting and Clinical Symposia. The Master's Project does not need to be accepted but must meet the standards of submission. After the final presentation of the written work and an oral defense, all members of the committee must approve the Project and agree on a grade of 'Satisfactory' for the thesis to fulfill the requirements of a summative assessment.

3. Completing ATR 616 Master's Thesis as a culminating experience. To enroll in ATR 616, a student MUST:

- Have a GPA of 3.0 or higher
- Have completed all academic coursework up to the final Spring Semester
- Have completed any Intervention/Improvement plans to the satisfaction of the Intervention/Improvement Team
- Have satisfied all incompletes
- Be in the last semester of external clinical placement

Students who choose this option must select a Thesis Committee in the first year of their graduate program consisting of a Committee Chair operating as the thesis advisor and a minimum of two Readers, with at least one Reader selected from the ATR faculty. The thesis must be original research created and completed by the student with guidance from their thesis advisor and committee. After the final presentation of the written work and an oral defense, all members of the committee must approve the thesis and agree on a grade of 'Satisfactory' for the thesis to fulfill the requirements of a summative assessment.

## MSAT PROGRAM POLICY ON PRACTICALS AND SKILL-BASED COMPETENCY

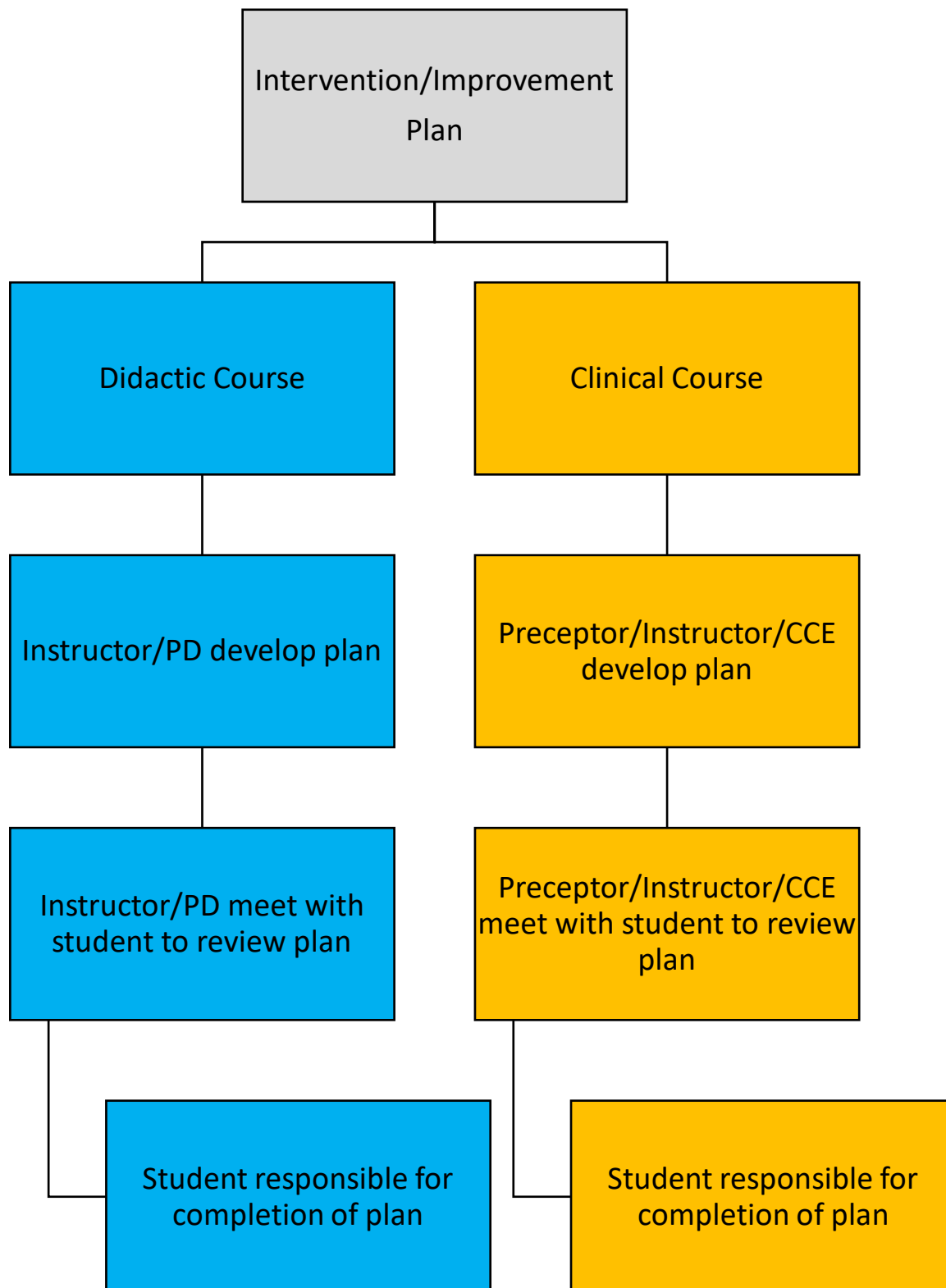
Competency is defined as a grade of 80% or higher in each practical exam or skills-based activity. The average grade at the completion of the class may be a B- or above, but any practical or skills-based grading opportunity that earned a grade below 80% and was not remediated to demonstrate competency means the class has not been passed. Students failing to demonstrate competency at 80% or greater may be required to re-take coursework.

1. Practical exams, simulated patients and other competency-based skills:

- Students must obtain a minimum grade of 80% to be considered proficient in the skills being assessed. Grading rubrics will be used to evaluate the practical skills, simulated patients and competency skills and the first grade earned for each of these assessments will be used to calculate the course grade.
- Students who do not meet the 80% benchmark will meet with the course instructor to establish an individual remediation plan, and be re-evaluated until they achieve the minimum 80% for each of the practical skills. Re-evaluation of practical skills is only for the purpose of achieving a minimum grade of 80%, and these re-evaluation grades will not be used in the calculation of the course grades. As part of the initial remediation plan, a reasonable timetable for re-evaluation will be established by the instructor and student.
- For all re-evaluations, an additional program faculty member, agreed upon by the student and instructor, will be present as an independent evaluator of student performance. The additional program faculty member will utilize the existing grading rubric, and discuss the results of their evaluation with the course instructor after the re-evaluation is completed.
- In addition, any student requiring more than three (3) attempts to meet the 80% benchmark on any skills assessment will be required to meet with the course instructor and Program Director to discuss further remediation, and course or program actions.

## CLINICAL COURSE COMPETENCY REQUIREMENTS

1. Mid-semester estimates
  - If a student does not achieve a B- or better as a mid-semester estimate, an individualized written Intervention/Improvement Plan may be created and signed by the preceptor, student, instructor, and coordinator of clinical education.
  - The Intervention/Improvement Plan will focus on course objectives, learning outcomes, and assessments.
  - It is the student's responsibility to complete the Intervention/Improvement Plan within the agreed-upon timeframe and to provide timely documentation to the course instructor of that completion.
2. Competency for clinical courses is a B-. Students must achieve a B- in all clinical courses. If they fail to achieve a B- in any clinical course, they will be required to re-take the course. This will affect the progression through the clinical portion of the program and will extend the amount of time a student is required to attend Cortland.



## MSAT COURSE COMPETENCY REQUIREMENTS

1. For semester grades below a B- in any academic didactic course, the student will be required to retake the course(s) when offered the following year with the expectation of a semester grade of B- or better to demonstrate competency in meeting course objectives.
2. For semester grades below a B- in any clinical course, the student will be required to retake the course(s) the next semester with the expectation of a semester grade of B- or better to demonstrate competency in meeting course objectives.

Note that College policy permits only one retake per graduate course. Any student receiving a final semester grade below a B- for the second time in any academic course will receive written notification of the grade and will be dismissed from the program. SUNY Cortland policies for student concerns and academic grievances will be followed if the student chooses to refute the grade.

## RETAKE COURSES - ACADEMIC POLICIES SUNY CORTLAND

Students may retake a particular graduate course only once, and the cumulative average will reflect only the last grade received. The grade excluded from the cumulative totals will be annotated with an E on the transcript. The grade included in the cumulative totals will be annotated with an I. The retaken course must be repeated at SUNY Cortland under the same grading system to be eligible for this policy.

Note that any Intervention/Improvement action plan may delay the student's graduation timeline for as much as a full year. During this extended timeline, the student might not be enrolled in 9 credits a semester which will affect financial aid. After two failed intervention/improvement action plans, academic and/or clinical, students may be dismissed from the program

## ATTENDANCE POLICY

- Students are responsible to attend all practice, game, pre-event preparation, athletic training room duties, classes, and laboratory sections.
- Students are allowed THREE unexcused absences per course per semester.
  - For all clinical classes, an absence is defined by missing either the didactic class or clinical experience. A maximum of one absence will be record for each day.
- An "unexcused absence" is an absence in which the student does not receive approval for the absence by the instructor/preceptor prior to the absence.

## ALLOWABLE ABSENCES

- Illnesses and emergencies – The student should notify the instructor/preceptor as soon as possible of any illness or emergency that causes them to be absent.
- Individual instructors/preceptors may require verification of illness or emergencies.
  - The Associate Dean, School of Professional Studies, should be notified of any illness or emergency that requires a student to be absent for an extended time.

- Absences due to participation in approved College activities shall be considered valid absences.
- Travel with a preceptor – the student must notify the instructor in a manner that is acceptable to that instructor prior to the absence.

#### PERMISSION FOR EXCUSED ABSENCES

- The AT student will discuss with the instructor planned absences prior to the day(s) requested.
- The request should occur at least one week prior to the absence for planned absences (e.g., weddings, and other major life events).
- The AT Program understands that opportunities to travel with a preceptor sometime arise at the last minute. In these instances, the AT student is required to ask verbal permission from their instructor.
  - If the instructor does not give at least verbal permission prior to being absent from a course, that absence will be considered an unexcused absence.

#### CONSEQUENCES FOR ADDITIONAL UNEXCUSED ABSENCE

- The fourth and each subsequent unexcused absence will result in a 1/3 reduction of the student's course letter grade (e.g., A grade of "A" would be reduced to a grade of "A-").

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#### CPR AND BLOOD-BORNE PATHOGEN TRAINING

- Verification of current and ongoing CPR certification that meets Emergency Cardiac Care (ECC) requirements
- Annual campus blood-borne pathogen training

#### ASSESSMENT OF REQUIREMENTS

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#### GRADE POINT AVERAGES

- Grade point averages will be assessed after all grades are posted for the current semester.

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#### MINIMUM GRADES FOR ATR COURSES

- Grades for ATR courses will be assessed after all grades are posted for the current semester.

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#### CPR AND BLOOD-BORNE PATHOGEN TRAINING

- Records are maintained for current CPR certification and annual campus blood-borne pathogen training. These records are assessed on a continual basis.

#### ACADEMIC STANDING

Students must be in Good Academic Standing in the Athletic Training Program and SUNY Cortland for the Program Director to endorse their Board of Certification (BOC) examination application.

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## GOOD STANDING

The student meets or exceeds all Retention Requirements.

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## ACADEMIC PROBATION

A student will be placed on probation for the following reasons.

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### GRADE POINT AVERAGE

Any student who does not maintain the minimum Master's in Athletic Training GPA will be placed on probation.

- The student will receive a notice and an Athletic Training Student Contract detailing the reason(s), requirement(s), limitation(s), and recommendation(s) for the probation.
  - The contract will be signed by the student, Coordinator of Clinical Education, and Program Director.
  - The signed original contract will be maintained in the Program Director's office and an electronic copy emailed to the student.
- Grade Point Averages will be re-assessed after each semester's grades are posted. Re-assessment may occur earlier at the request of the student and with the reason the student's grade point average may have changed (e.g., summer session, winter session, or repeated courses).

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### MINIMUM GRADES FOR ATR COURSES

Any student who does not earn the minimum grade of B- for an ATR course will be placed on probation.

- Students may continue taking the sequence of ATR courses until the next time that the specific course is offered.
- The student is required to re-take the course the next time the course is offered.

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## SUSPENSION

Students will be allowed one (1) academic year, two (2) academic Fall and Spring semesters, to meet the retention requirements and return to Good Academic Standing. Any student that does not meet the retention requirements after a second **contiguous** semester on Suspension will be permanently suspended from the Athletic Training Program.

A student will be suspended for the following reasons: grade point average, minimum grade for ATR courses, and/or failure to maintain CPR and bloodborne pathogen training as described below.

### GRADE POINT AVERAGE

- A student who is unable to meet the requirements of the Athletic Training Student Contract upon re-assessment of the reason the student will be suspended from the athletic training clinical experience portion of the Athletic Training Program and will not be allowed to take any of the Clinical Experience courses (ATR 541, 542, 543, and 544).

### MINIMUM GRADES FOR ATR COURSES

- Any student who does not earn the minimum grade requirement after re-taking an ATR course for the second time will be suspended from the athletic training clinical experience portion of the Athletic Training Program and will not be allowed to take any of the Clinical Experience courses (ATR 541, 542, 543, and 544).

### CRP AND BLOOD-BORNE PATHOGEN TRAINING

- Any student whose CPR certification expires or does not complete the annual campus blood-borne pathogen training within 365 days of the previous campus blood-borne pathogen training will be suspended from their athletic training clinical experience.
- The student is not allowed to attend their athletic training clinical experience until the Program Director receives verification of current CPR certification that meets Emergency Cardiac Care (ECC) requirements and annual campus blood-borne pathogen training is provided.
- An absence from the student's athletic training clinical experience due to not maintaining current CPR certification and annual campus blood-borne pathogen training will be considered an unexcused absence. Please refer to the Athletic Training Students' Attendance Policy section.
- The student will be required to make up any athletic training clinical experience hours from their assigned experience that would have been accrued during the suspension. The makeup of athletic training clinical experience hours may be coordinated with the student's preceptor or the Coordinator of Clinical Education, as well as approved by the Coordinator of Clinical Education.
- The student will indicate the makeup of athletic training clinical experience hours on their logged time on E-Value.

### STUDENT GRIEVANCE POLICY & PROCEDURE

If a student has a complaint or concern, the student first talks with their preceptor, or academic instructor. If there is no resolution, the student may take the complaint to the Coordinator of Clinical Education, Patrick Donnelly, the Program Director, Dr. Ashley Crossway, and/or the Department Chair, Dr. Kate Polasek. If further consultation is still needed, the student may go to the Associate Dean of the School of Professional Studies, Dr. Eileen Gravani, then to the Interim Dean of the School of Professional Studies, Dr. Lynn MacDonald, then to the Vice President of Academic Affairs and Provost, Dr. Ann McClellan, and then to the President, Dr. Erik Bitterbaum. Students have the right to file a complaint about this accredited program with CAATE by referring to the CAATE website (<https://caate.net/file-a-complaint>).



See the guide below for guidance in making a complaint.

**Complaint Procedures:**

Clinical Issues

- 1) Discuss informally with preceptor
- 2) Discuss informally with Coordinator of Clinical Education, Patrick Donnelly
- 3) Written complaint to Program Director, Ashley Crossway
- 4) Written complaint to Professional Studies Associate Dean, Dr. Eileen Gravani
- 5) Written complaint to Professional Studies Interim Dean, Dr. Lynn MacDonald
- 6) Written complaint to Provost, Dr Ann McClellan

Course Issues

- 1) Discuss informally with course instructor
- 2) Written complaint to Program Director, Ashley Crossway
- 3) Written complaint to Professional Studies Associate Dean, Dr. Eileen Gravani
- 4) Written complaint to Professional Studies Interim Dean, Dr. Lynn MacDonald
- 5) Written complaint to Provost, Dr Ann McClellan
- 6) Written complaint to President, Dr. Erik Bitterbaum

Program Issues:

- 1) Discuss informally with Program Director, Ashley Crossway
- 2) Written complaint to Program Director, Ashley Crossway
- 3) Written complaint to Professional Studies Associate Dean, Dr. Eileen Gravani
- 4) Written complaint to Professional Studies Interim Dean, Dr. Lynn MacDonald
- 5) Written complaint to Provost, Dr Ann McClellan
- 6) Written complaint to President, Dr. Erik Bitterbaum

## ATHLETIC TRAINING CLINICAL EXPERIENCE-SPECIFIC POLICIES

### ATHLETIC TRAINING CLINICAL EXPERIENCE

Once admitted into the Master of Science in Athletic Training Program, Athletic Training Students (ATS) will have four semesters of increasing amounts of supervised athletic training clinical experience leading to the autonomous practice of athletic training upon graduation. The athletic training clinical experience will reinforce the sequence of formal instruction of athletic training knowledge, skills, and clinical abilities, including clinical decision-making, and provide students with authentic, real-time opportunities to practice and integrate athletic training knowledge, skills and clinical abilities including decision-making and professional behaviors required of the profession in order to develop proficiency as an Athletic Trainer. A variety of patient populations, care providers, and healthcare settings will be used for athletic training clinical experiences. Clinical placement will be non-discriminatory with respect to race, color, creed, religion, ethnic origin, age, sex, disability, sexual orientation, gender identity, or other unlawful bases.

Students will gain athletic training clinical experience that addresses the continuum of care that would prepare a student to function in a variety of setting with patients engaged in a range of activities with conditions described in athletic training knowledge, skills, and clinical abilities, Role Delineation Study/Practice Analysis and standards of practice delineated for an athletic trainer in the profession. Athletic training clinical experiences will include, but may not be limited to patients population: throughout the lifespan (pediatric, adult, elderly), patients of different sexes, patients with different socioeconomic statuses, patients of varying levels of activity and athletic ability (for example, competitive and recreational, individual and team, high- and low-intensity activities), and non-sport activities (for example, participants in military, industrial, occupational, leisure activities, performing arts). Varied athletic training clinical experiences allow students to gain experience not only with a variety of patients but also with a variety of health conditions that are commonly seen in the various athletic training practice settings. A physician or athletic trainer, certified, and in good standing with the BOC, and currently possesses the appropriate state athletic training practice credential must supervise the student's athletic training clinical experience. Any supplemental clinical experience may be supervised by any appropriately state-credentialed health care professional.

Athletic Training Students will be officially accepted into the MSAT Program and be instructed on athletic training clinical skills prior to performing skills on patients. All athletic training clinical experience is contained in individual courses that are completed over a minimum of two academic years. Athletic training clinical experience may begin prior to or extend beyond the institution's academic calendar. All athletic training clinical experiences are educational in nature. Students will not receive any monetary remuneration during this educational experience, excluding scholarships. Students will not replace professional athletic training staff or medical personnel. A preceptor will directly supervise students during the delivery of athletic training services. The preceptor will be physically present and have the ability to intervene on behalf of the athletic training student and the patient.

Students will be assigned to an athletic training clinical experience by the Coordinator of Clinical Education. An individual student's athletic training clinical experience schedule will be assigned by their preceptor and will follow traditional hours of the athletic training profession to include, but not limited to weekends, holidays, travel experiences as available, and semester breaks. Students will have a minimum of one day off every seven days.

- A minimum of 150 hours for ATR 541, 200 hours for ATR 542, 250 hours ATR 543, and 300 hours for ATR 544 with a maximum of 300 hours for ATR 541, 350 hours for ATR 542, 400 hours for ATR 543, and 500 hours for ATR 544 of athletic training clinical experience hours are required in order to complete an athletic training clinical experience. Students may choose to accumulate more than the maximum time required to complete an athletic training clinical experience at their own discretion by requesting and receiving approval from the Program Director. Athletic Training Staff, Faculty, or Preceptor will not require students to exceed the maximum number of hours to complete their athletic training clinical experience.
- Given the time demands of the Master of Science in Athletic Training Program, students are not allowed to participate in intercollegiate athletics.
- Annual formal blood-borne pathogen training will be completed before students are placed in a potential exposure situation and again on an annual basis. A detailed post-exposure plan that is consistent with the federal standards and approved by SUNY Cortland Environmental Health and Safety is available at <https://www2.cortland.edu/information/campus-safety/environmental-health/programs-policies-and-procedures.dot> and students with access to and use of appropriate blood-borne pathogen barriers and control measures at all sites. Students will have access to, and use of, proper sanitation precautions (e.g. hand washing stations) at all sites. Venue-specific written Emergency Action Plans (EAP) based on well-established national standards or institutional offices charged with institutional-wide safety available at all sites. Students will receive site-specific training and review of the EAP before they begin patient care at that site. Students will have immediate access to a site-specific EAP in an emergency situation.

## ATHLETIC TRAINING CLINICAL EXPERIENCE COURSES

The athletic training clinical experience is comprised of two components: The AT courses ATR 541, 542, 543, and 544 have a didactic and experiential learning component. These courses must be taken in sequence over a minimum of four semesters with increasing complexity and autonomous patient care and client care experiences.

## ATHLETIC TRAINING PROGRAM STUDENT LEARNING OBJECTIVES

Upon completion of the Athletic Training Program, students will:

1. Implement systematic, evidence-based examinations and assessments to formulate clinical diagnosis and determine patient's plan of care.
2. Integrate evidence-based practice to deliver current practices to promote optimal patient care.

3. Develop a value system based on the standard of expected care in accordance with the athletic training professional and ethical standards.
4. Demonstrate effective written and oral communication skills.
5. Demonstrate professional growth and actively participate in the athletic training profession.

## ATHLETIC TRAINING CLINICAL EXPERIENCE SEQUENCE

The following is an example of the sequencing of athletic training clinical experience that begins each Fall Semester. Each ATS' sequence will not be the same. Occasionally, an ATS may not follow this typical sequence, but each ATS will complete all the required experiences and patient populations mentioned above. ATS will be assigned to a preceptor and not to a specific sport or site.

### 1ST SEMESTER

ATR 541 Clinical Experience in AT I: ATS will complete one athletic training clinical experience under the supervision of one preceptor.

- Students are expected to attend their clinical experience rotation for the time frames assigned. This may include times outside of the academic calendar.

### 2<sup>ND</sup> SEMESTER

ATR 542 Clinical Experience, the ATS maybe be assigned to one or more preceptors at SUNY Cortland or affiliated sites during the semester depending on the experience. This athletic training clinical experience may include rotations at one or more of the following sites in addition to a regular clinical placement:

- High School
- General Medical Practitioner
- Rehabilitation
- Durable Medical Equipment (DME)
- Recreational/ Club Sports
- Students are expected to attend their clinical experience rotation for the time frames assigned. This may include times outside of the academic calendar.

The ATS will be assigned to a Preceptor at each assigned location. Weekend clinical hours may be a necessity based on the clinical site schedule.

### 3<sup>RD</sup> SEMESTER

ATR 543 Clinical Experience: ATS will be assigned to one or two preceptors at SUNY Cortland or affiliated sites during the semester depending on the experience. This athletic training clinical experience will be a traditional fall or winter sport including pre-season camp or winter intersession. This semester will be a traditional academic load.

- Students are assigned to one or two preceptors at SUNY Cortland or affiliated sites during the semester depending on the clinical experience assignment.
- Students are expected to attend their clinical experience rotation for the time frames assigned. This may include times outside of the academic calendar.

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#### 4<sup>TH</sup> SEMESTER

ATR 544 Clinical Experience, a fully immersive experience. ATS will be assigned to one or two preceptors at SUNY Cortland or affiliated sites during the semester depending on the athletic training clinical experience. This will be a fully immersive experience. All didactic courses for this semester will be online and the student will complete a full immersion experience at their athletic training clinical experience. The athletic training clinical experience(s) will be fulfilled with either 1 full semester placement or 2 athletic training clinical experiences, each half of a semester-long. This athletic training clinical experience will consider student preference and career aspirations.

- Students are assigned one or two preceptors at SUNY Cortland or affiliated sites during the semester depending on the clinical experience assignment.
- Students are expected to attend their clinical experience rotation for the time frames assigned. This may include times outside of the academic calendar.

#### ATHLETIC TRAINING CLINICAL EXPERIENCE ASSIGNMENT CRITERIA

The Coordinator of Clinical Education in consultation with the Program Director will assign AT students to athletic training clinical experience based on the following criteria.

- Each AT student's athletic training clinical experience will include at least: patient populations throughout the lifespan (pediatric, adult, elderly), patients of different sexes, patients with different socioeconomic statuses, patients of varying levels of activity and athletic ability (for example, competitive and recreational, individual and team, high- and low-intensity activities), and non-sport activities (for example, participants in military, industrial, occupational, leisure activities, performing arts). The AT student will have the basic skills and knowledge necessary to perform duties associated with the athletic training clinical experience.
- The student should have the confidence and be ready to accept the responsibilities associated with the athletic training clinical experience.
- The AT Program has and is developing additional off-campus affiliate sites in order to provide all students with an off-campus athletic training clinical experience. Currently, the AT Program is trying to provide as many AT students as possible with an off-campus athletic training clinical

experience, while working towards all AT students having an off-campus athletic training clinical experience.

- AT students are responsible for their transportation to and from the affiliate athletic training clinical experience sites.
- If a student is removed from an athletic training clinical experience site or preceptor, they will receive a grade of “E” for the course, regardless of having already completed the minimum number of clinical experience hours or not.

Once athletic training clinical experience assignments are finalized and posted, they will not be changed. AT Students who do not wish to accept a particular assignment for that semester will not be given another assignment.

## AFFILIATE ATHLETIC TRAINING CLINICAL EXPERIENCE SITES

In order to broaden the athletic training clinical experience of our AT students, the SUNY Cortland Athletic Training Program maintains formal affiliation agreements or memorandum(s) of understanding endorsed by the appropriate administrative authority at both the sponsoring institution and the affiliate athletic training clinical experience site. In the case where the administrative oversight of the preceptor differs from the affiliate site, formal agreements are maintained with all parties. The Coordinator of Clinical Education is responsible for the evaluation of all affiliate athletic training clinical experience sites on at least an annual basis.

## RESPONSIBILITY OF UNIVERSITY

- The University shall assume full responsibility for planning and executing the educational program in the discipline of Athletic Training including programming, administration, curriculum content, faculty appointments, faculty administration, and the requirements for matriculation, promotion, and graduation, and shall bear all costs and expenses in the connection therewith. The University further agrees to coordinate the program with the Clinical Site’s designee.
- The University shall be responsible for assigning students to the Clinical Site for clinical practice. The University shall notify the Clinical Site one (1) month in advance of the planned schedule of student assignments to clinical duties including the dates, number of students and instructors. The schedule shall be subject to written approval by the Clinical Site. The program’s Coordinator of Clinical Education shall be responsible for visiting the Clinical Site at least two (2) times during a student’s athletic training clinical experience to evaluate the student’s educational experience and the clinical site, as well as, provide Preceptor training.
- The University shall be responsible to ensure that all students complete fingerprinting clearance through New York State Education Department prior to being assigned to the Clinical Site.
- The University, at its sole cost and expense, shall provide faculty as may be required for the teaching and supervision of students assigned to the Clinical Site for athletic training clinical experience.
- The University agrees to provide the students with comprehensive infection control training, including blood-borne pathogens, prior to assignment at the Clinical Site. The University also

agrees to inform students of the need for a hepatitis B vaccination prior to their assignment at the Clinical Site.

- The University agrees that at all times students and faculty member are subject to the supervision of Clinical Site administration and are considered part of the Clinical Site's workforce only for the purpose of access to and disclosure of protected health information ("PHI") as defined by 45 CFR 164.501 only. The University shall inform students and faculty that they must comply with all rules applicable to both students and faculty while at the Clinical Site, and the failure to comply shall constitute a cause for terminating such student's assignment to or such faculty member's relationship with the Clinical Site. The Clinical Site will provide copies of all policies and procedures to the students and faculty members.
- The University shall advise each student and faculty member that the Clinical Site may require, and shall be provided upon its request, the following health information: (a) a physician's statement that the student or faculty member is free from any health impairment which may pose a risk of illness or injury to Clinical Site patients or interfere with the performance of his/her assigned duties; (b) PPD (Mantoux) skin test for tuberculosis performed within one year, and a chest x-ray if positive; (c) Td (Tetanus-diphtheria) booster within ten years; and (d) proof of immunity against measles (Rubella) and German measles (Rubeola); such proof is documentation of adequate immunization or serologic confirmation.
- The University shall advise all students and faculty of the importance of complying with all relevant state and federal confidentiality laws, to the extent applicable, including the Health Insurance Portability and Accountability Act of 1996 ("HIPAA").
- The University agrees that it shall secure Workers' Compensation Insurance for the benefit of all faculty members and other University employees required to be insured by Workers' Compensation Insurance and shall maintain such coverage throughout the duration of this Agreement. For the purposes of Workers' Compensation Insurance, no student or faculty member is to be considered an employee, servant or agent of the Clinical Site.
- Subject to the availability of lawful appropriations and consistent with the New York State Court of Claims Act, the University shall hold the Clinical Site harmless from and indemnify it for any final judgement of a court of competent jurisdiction for the University's failure to perform its obligation hereunder or to the extent attributable to the negligence of the University or of its officers or employees when acting within the course and scope of this Agreement.
- The University shall maintain during the term of this Agreement general and professional liability insurance, in amounts not less than \$3,000,000 for bodily injury and property damage combined single limit; and the Clinical Site is to be additionally named insured under such liability policy or policies. The person insured under such policy or policies shall be the students of the State University of New York with respect to liability arising out of their participation in the clinical training program carried out under this Agreement. The University's faculty members are covered by the defense and indemnification provisions of section 17 of the Public Officers Law with respect to liability arising out of their participation in the clinical program carried out under this Agreement. The University agrees to notify the Clinical Site in writing no less than ten (10) days prior to the cancellation, modification or non-renewal of any insurance

coverage. Notwithstanding the foregoing, the Clinical Site shall remain liable for direct damage resulting from its negligence.

#### RESPONSIBILITY OF AFFILIATE ATHLETIC TRAINING CLINICAL EXPERIENCE SITES

- The Clinical Site agrees to comply with all Commission on Accreditation of Athletic Training Education (CAATE) current Standards for the Accreditation of Professional Athletic Training Programs.
- The Clinical Site agrees to provide at least one Board of Certification (BOC) Certified and New York State licensed Athletic Trainer who shall directly supervise Athletic Training Students during the delivery of athletic training services (hereinafter referred to as “Preceptor”). The Preceptor must be physically present and have the ability to intervene on behalf of the athletic training student and the patient.
- The Preceptor will be responsible for the scheduling of the student’s athletic training clinical experience at the Clinical Site.
- The Clinical Site agrees to comply with all program Policies and Procedures.
- The Clinical Site agrees to provide students and faculty with training regarding the Clinical Site’s policies and procedures relative to HIPAA.
- University and Clinical Site acknowledge that students and faculty may use patients’ personal health information for educational purposes at the Clinical Site and as permitted by HIPAA. Information removed from the Clinical Site for education use must be appropriately de-identified as that term is defined in 45 CFR 164.514. Information removed for other purposes as permitted by HIPAA must be removed in a manner approved in writing by the Clinical Site prior to the removal. Identifiable information as removed by HIPAA must be destroyed or rendered de-identifiable as soon as practicable once the original purpose for the removal has been satisfied.
- The Clinical Site may terminate any student’s or faculty member’s assignment from the Clinical Site when a student or faculty member is unacceptable to the Clinical Site for reasons of health, performance, or for other reasons which, in the Clinical Site’s reasonable judgment and to the extent allowed by law, cause the continued presence of such student of the faculty member at the Clinical Site not to be in the best interest of the Clinical Site. Any such action will be reported by the Clinical Site to the University orally and in writing.
- Notwithstanding any other provision of this Agreement, the Clinical Site is responsible for patient care and treatment rendered at the Clinical Site.
- The Clinical Site, as it deems necessary and proper, shall make available for student experience classrooms and clinical areas, including equipment and supplies, libraries, and cafeteria facilities, consistent with its current policies in regard to availability. The Clinical Site shall also provide orientation for the University faculty and students.
- The Clinical Site shall have no responsibility for the transportation of faculty or students to and from the Clinical Site.



- In case of a student or faculty emergency illness or injury during athletic training clinical experience, Clinical Site will provide emergency care to students or faculty at the students' or faculty member's own expense. In the event that care or treatment is required beyond the emergency, the student or faculty member shall be responsible for arranging such care or treatment and for all associated costs.
- Students and faculty members shall not be deemed employees, servants or agents of the Clinical Site, but shall be considered invitees. Neither party shall pay the other any compensation or benefits pursuant to the Agreement. The parties acknowledge that the Clinical Site is not providing any insurance, professional or otherwise, covering any students or faculty members.
- Clinical Site shall fully indemnify, defend and save the University, its officers, employees, and agents harmless, without limitation, from and against any and all damages, expenses (including reasonable attorney's fees), claims, judgments, liabilities, losses, awards, and costs which may finally be assessed against the University in any action for or arising out of our related to this Agreement. The State of New York reserves the right to join in any such claim, demand or suit, at its sole expense, when it determines there is an issue involving a significant public interest.

#### RESPONSIBILITY OF BOTH THE UNIVERSITY AND AFFILIATED SITES

- University and Clinical Site acknowledge that students and faculty may use patients' personal health information for educational purposes at the Clinical Site and as permitted by HIPAA. Information removed from the Clinical Site for education use must be appropriately de-identified as that term is defined in 45 CFR 164.514. Information removed for other purposes as permitted by HIPAA must be removed in a manner approved in writing by the Clinical Site prior to the removal. Identifiable information as removed by HIPAA must be destroyed or rendered de-identifiable as soon as practicable once the original purpose for the removal has been satisfied.
- The University and Clinical Site agree to cooperate with one another's operation, regulatory, licensure and accreditation requirements including but not limited to related surveys, audits and other reviews.
- It is mutually agreed that neither party shall discriminate against any student, faculty member, patient or Clinical Site employee based upon color, religion, sex, sexual orientation, national origin, age, veteran status and/or handicap.

#### ATHLETIC TRAINING STUDENTS' RESPONSIBILITIES

AT Students are responsible to comply with all academic and athletic training clinical experience policies and procedures outlined in the Athletic Training [ATR] Policies and Procedures manual, the SUNY Cortland Sports Medicine Guidelines for Intercollegiate Athletics, NCAA rules and guidelines and any respective Policy and Procedures at affiliated athletic training clinical experience sites. Additionally, AT Students are required to adhere to the [SUNY Cortland Code of Conduct](#) and the [National Athletic Trainers' Association \(NATA\) Code of Ethics](#).

- Maintain confidentiality of athletes, medical conditions and playing status.

- Information in the Athletic Training facility and the Athletic Department of SUNY Cortland is confidential and may not be divulged to anyone except the person who owns the information, those faculty, staff, or administrators who need to know, and those individuals or agencies who fulfill the requirements under the Federal Educational Rights and Privacy Act of 1974, as amended (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA).
- Confidential information should only be discussed with individuals associated with the SUNY Cortland Athletic Training Program and have a purpose for knowing that information.
- The release of confidential information to anyone outside of the SUNY Cortland Athletic Training Program will be cause for immediate suspension from the athletic training clinical experience portion of the Athletic Training Program.
- AT students should ensure that the discussion of confidential information cannot be overtly or covertly overheard by anyone outside the SUNY Cortland Athletic Training Program.
- Confidential
- Work closely with your assigned preceptor to acquire athletic training knowledge, skills, and clinical abilities, including decision-making and professional behaviors required of the profession in order to develop proficiency as an Athletic Trainer, and assume an increasing amount of clinically supervised responsibility leading to the autonomous practice of athletic training.
- Ensure that you have been instructed on, understand, and can correctly apply any athletic training skills prior to performing those skills on patients and have been approved to perform such clinical skills on a patient by a SUNY Cortland Athletic Training Program instructor or preceptor.
  - If you are not certain that you can correctly apply any athletic training clinical skills, then do not perform that skill on a patient, and seek advice and approval from a SUNY Cortland Athletic Training Program instructor or preceptor before applying that skill.
  - Performing athletic training clinical skills prior to having been instructed on those skills by a SUNY Cortland Athletic Training Program instructor or preceptor is a cause for removal from a clinical experience and receiving a course grade of "E."
- Complete at least the minimum number of athletic training clinical experience hours assigned to each Clinical Experience Course. Failure to complete the required minimum number of athletic training clinical experience hours by the last day of classes, as specified on the Academic Calendar, as the date all classes end, will result in a course grade of "E."
- Students may choose to accumulate more than the maximum number of athletic training clinical experience hours at their own discretion by requesting and receiving approval from the Program Director.
- Ensure they notify their Preceptor, the Program's Coordinator Clinical Education, or Program Director if their athletic training clinical experience schedule will not allow them to have a minimum of one day off in every seven-day period.

- Assume transportation costs and any liability for travel to and from any SUNY Cortland Affiliated Clinical site.
- Provide documentation of immunizations appropriate for health care providers as determined by the institution.
- Read and sign the program’s active communicable disease policy.
- Ensure verification of completion of applicable HIPAA and/or FERPA training as determined by the institution.
- Ensure completion of annual formal blood-borne pathogen training and know how to locate the College’s blood-borne pathogen policies before placement at any clinical site, including observation experiences.
- Ensure understanding, location and proper use of blood-borne pathogen barriers and control measures prior to beginning acquiring athletic training clinical experience at any clinical site.
- Ensure understanding, location, and use of proper sanitation precautions (e.g. hand washing stations) at all sites in which you acquire athletic training clinical experiences.
- Ensure site-specific training and review of Emergency Action Plan (EAP) prior to beginning acquiring athletic training clinical experiences at any clinical site.
- Ensure the ability to access site-specific EAP in an emergency.
- Ensure the performance of any Athletic Training skills is under the direct supervision of a Preceptor.
  - The Preceptor must be physically present and have the ability to intervene on behalf of the athletic training student and patient.
  - Any liability for performing Athletic Training skills while not under the direct supervision of a SUNY Cortland Athletic Training Program Preceptor as part of the SUNY Cortland Athletic Training Program is the legal responsibility of the individual that performs the Athletic Training skills.
  - Outside of the SUNY Cortland Athletic Training Program, students are reminded to perform only First Aid and CPRs skills, as indicated by their current First Aid and CPR certification.
  - Performing Athletic Training skills while not under the direct supervision of a SUNY Cortland Athletic Training Program Preceptor as part of the SUNY Cortland Athletic Training Program is a cause for removal from an athletic training clinical experience and receiving a course grade of “E.”

## CORE COMPETENCIES FOR PROFESSIONAL EDUCATION OF ATHLETIC TRAINING

The Commission on Accreditation of Athletic Training Education (CAATE) Core Competencies are the basis of the educational preparation for professional practice. There are six Core Competencies outlined in the CAATE 2020 Standards, specifically standards 56-94. These standards are assessed by Core Faculty, Associated Faculty, Adjunct Faculty, and Preceptors. These standards are evaluated in both didactic and athletic training clinical experience via AT Milestones.

## PATIENT-CENTERED CARE

Care that is respectful of and responsive to, the preferences, needs, and values of an individual patient, ensuring that patient values guide all clinical decisions. Patient-centered care is characterized by efforts to clearly inform, educate, and communicate with patients in a compassionate manner. Shared decision-making and management are emphasized, as well as continuous advocacy of injury and disease prevention measures and the promotion of a healthy lifestyle.

## INTERPROFESSIONAL PRACTICE AND INTERPROFESSIONAL EDUCATION

Interprofessional education is when students from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes. Whereas, interprofessional practice is the ability to interact with, and learn with and from, other health professionals in a manner that optimizes the quality of care provided to individual patients.

## EVIDENCE-BASED PRACTICE

The conscientious, explicit, and judicious use of current best evidence in making decisions about the care of an individual patient. The practice of evidence-based medicine involves the integration of individual clinical expertise with the best available external clinical evidence from systematic research. Evidence-based practice involves the integration of best research evidence with clinical expertise and patient values and circumstances to make decisions about the care of individual patients.

## QUALITY IMPROVEMENT

Systematic and continuous actions that result in measurable improvement in health care services and in the health status of targeted patient groups. The quality improvement includes identifying errors and hazards in care; understanding and implementing basic safety design principles such as standardization and simplification; continually understanding and measuring the quality of care in terms of structure, process, and outcomes in relation to patient and community needs; and designing and testing interventions to change processes and systems of care, with the objective of improving quality.

## HEALTH CARE INFORMATICS

The interdisciplinary study of the design, development, adoption, and application of information-technology-based innovations in the delivery, management, and planning of healthcare services.

## PROFESSIONALISM

Relates to personal qualities of honesty, reliability, accountability, patience, modesty, and self-control. It is exhibited through the delivery of patient-centered care, participation as a member of an interdisciplinary team, commitment to continuous quality improvement, ethical behavior, a respectful demeanor toward all persons, compassion, a willingness to serve others, and sensitivity to the concerns of diverse patient populations.

## ATHLETIC TRAINING STUDENTS' ATTENDANCE POLICY

The goal of this attendance policy is for Athletic Training (AT) Students to develop an understanding of the professional attendance responsibility that will be required of them as healthcare professionals. This policy will be in effect for all ATR courses.

### ATTENDANCE POLICY

- Students are responsible to attend all practice, game, pre-event preparation, athletic training room duties, classes, and laboratory sections.
- Students are allowed THREE unexcused absence per course per semester.
- An “unexcused absence” is an absence in which the student does not receive approval for the absence by the instructor/preceptor prior to the absence.

### ALLOWABLE ABSENCES

- Illnesses and emergencies – The student should notify the instructor/preceptor as soon as possible of any illness or emergency that causes them to be absent.
- Individual instructors/preceptors may require verification of illness or emergencies.
  - The Associate Dean, School of Professional Studies, should be notified of any illness or emergency that requires a student to be absent for an extended time.
- Absences due to participation in approved College activities shall be considered valid absences.
- Travel with a preceptor – the student must notify the instructor in a manner that is acceptable to that instructor prior to the absence.

### PERMISSION FOR EXCUSED ABSENCES

- The AT student will discuss with the instructor planned absences prior to the day(s) requested.
- The request should occur at least one week prior to the absence for planned absences (e.g., weddings, and other major life events).
- The AT Program understands that opportunities to travel with a preceptor sometime arise at the last minute. In these instances, the AT student is required to ask verbal permission from their instructor.
  - If the instructor does not give at least verbal permission prior to being, absent from a course, that absence will be considered an unexcused absence.

### CONSEQUENCES FOR ADDITIONAL UNEXCUSED ABSENCE

- The fourth and each subsequent unexcused absence will result in a 1/3 reduction of the student's course letter grade (e.g. A grade of “A” would be reduced to a grade of “A-”).

## ATHLETIC TRAINING STUDENTS' APPEARANCE POLICY

In order to establish a professional appearance consistent with health care professionals, all AT students will adhere to the following professional appearance policy.

- The appearance policy is in effect any time during an AT student's athletic training clinical experience, including but not limited to, athletic training room, practice, game or travel with an athletic team.
- The policy is considered the minimum requirement and your daily appearance may be subject to the discretion of the site that you are fulfilling your athletic training clinical experience requirements and your Preceptor.

### GENERAL APPEARANCE

- Remember you are training to become a health care professional and appear as such.
- AT Students should look neat and professional at all times.
- Clothes will be modest, clean, wrinkle-free, and in good condition.
  - Clothes with fraying or holes may be deemed inappropriate or a hazard by your preceptor
  - Some athletic training clinical experience affiliate sites may require specific items of clothing such as scrubs
- When traveling, AT students will dress and behave as staff members and follow the dress code for the coach/team that they are traveling with, if that dress code is more stringent than the AT program appearance policy. If the coach/team dress code is less stringent than this appearance policy, then the AT student will adhere to this appearance policy.
- The Program Director has final authority on the Appearance Policy.

### APPROPRIATE ATTIRE CONSISTS OF:

#### IDENTIFICATION BADGE

- AT Student, an identification badge is required at all times. The badge is required for patients/clients to be able to differentiate between students and credentialed providers.

#### CLOTHING

- All clothing must have professional coverage and fit.

#### UNIFORM SHIRTS

- At SUNY Cortland Clinical Sites
  - A collared shirt representing SUNY Cortland Athletic Training Program.

- A collared shirt that does not identify any other college, university, or athletic team.
- A shirt representing SUNY Cortland Athletic Training Program.
- A shirt that is plain or does not identify any other college, university, or athletic team.
- A collared SUNY Cortland Athletic Training Program shirt is required for competitions.
- Some athletic training clinical experience sites may require AT students to dress in more formal attire, including suits, dress shirts, blouses, and dress pants.
- At other affiliated athletic training clinical experience sites
  - Shirts representing a clinical site may be worn at that clinical site.
  - SUNY Cortland AT Program shirts may be worn at the clinical site, at the discretion of the Preceptor and the athletic training clinical experience site

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#### PANTS, SLACKS, OR SHORTS

- Chino or dress style pants are suitable.
- Shorts permitted with professional coverage and fit.

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#### SWEATERS AND SWEATSHIRTS

- Sweaters, sweatshirts, pullovers, and fleece are allowed, when worn over any appropriate uniform shirt.
- They may be plain or represent SUNY Cortland, a brand name (Nike, Under Armour, etc.) or the appropriate athletic training clinical experience site.
- They may not represent any other college, university, or athletic team.

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#### SHOES

- Clean sports shoes or dress shoes.
- No sandals or open-toed shoes are allowed, for safety purposes.

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#### HATS

- Only clean hats representing SUNY Cortland AT Program or an appropriate team that an AT student is working with, or an appropriate affiliated clinical site or a brand name (Nike, Under Armour, etc.) are allowed.

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#### CPR mask, scissors, personal medical kit, and timing device (e.g., a watch)

- Are considered part of your “uniform” and are required to be with you during your athletic training clinical experience.

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#### INCLEMENT WEATHER

- AT student identification badge will be visible on the outermost layer.

- When possible, SUNY Cortland Athletic Training will be represented on the outermost layer.
- Snow/rain boots are allowed.
- Hats that represent SUNY Cortland or have no other school, college, university or athletic team name/logo are permitted outdoors. Name brands (e.g. Nike, Carhartt, etc.) are permitted.
- Overall, AT students need to be able to perform athletic training duties, and any inclement weather gear that ensures the ability of AT students to function is allowable when the weather conditions dictate such. The inclement weather policy is at the discretion of the Preceptor present.

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#### HOME/AWAY COMPETITION POLICY

- SUNY Cortland Athletic Training Program collared shirts are required (unless more formal attire is required).
- Some clinical sites may require AT students to dress in more formal attire including suits, dress shirts, blouses, and dress pants.
- When traveling, your attire will adhere to the policy established by the coaching staff, only if the policy is at a standard higher than this appearance policy. Check with the Preceptor you will be traveling with for proper attire.

#### CONSEQUENCES FOR FAILURE TO COMPLY WITH THE APPEARANCE POLICY

- First non-compliant:
  - AT Students will be asked to make the appropriate correction and return to their athletic training clinical experience as soon as possible.
  - Any time away from their athletic training clinical experience, will need to be made up on the student's own time and coordinated by their Preceptor.
  - The preceptor will complete AT Student Incident Report and submit it to Program Director through the Coordinator of Clinical Education.
- Second non-compliant:
  - AT Student will be sent home for the remainder of that day.
  - Any time away from their athletic training clinical experience, will need to be made up on the student's own time and coordinated by their Preceptor and Coordinator of Clinical Education.
  - The preceptor will complete AT Student Incident Report and submit it to Program Director through the Coordinator of Clinical Education.
- Third non-compliant:
  - AT Students will be suspended from their athletic training clinical experience for a period of seven days.
  - Any time away from their athletic training clinical experience, will need to be made up on the student's own time and coordinated by the Coordinator of Clinical Education.



- The preceptor will complete AT Student Incident Report and submit to Program Director through the Coordinator of Clinical Education
- Fourth non-compliant:
  - The AT Student will be suspended from their current athletic training clinical experience for the remainder of the semester.
  - The AT Student will receive a failure (E) grade for that semester and begin a new athletic training clinical experience the next semester.
  - The preceptor will complete AT Student Incident Report and submit it to Program Director through the Coordinator of Clinical Education

## ATHLETIC TRAINING STUDENTS' TIME COMMITMENT POLICY

In order for AT Students to understand the time commitment for the profession of Athletic Training, the Athletic Training Students' Time Commitment Policy has been established.

- This policy is in effect while an Athletic Training Student is enrolled in one of the four Clinical Experience courses (ATR 541, 542, 543, and 544) and completing an athletic training clinical experience at SUNY Cortland or an Affiliate Site.
- Athletic Training Student schedules will be coordinated with the Preceptor assigned to oversee your athletic training clinical experience.
- Given the time demands of the Master of Science in Athletic Training Program, students are not allowed to participate in intercollegiate athletics.

## MINIMUM TIME TO COMPLETE A CLINICAL EXPERIENCE COURSE

Students in athletic training clinical experiences are required to complete at minimum of 150 hours for ATR 541, 200 hours for ATR 542, 250 hours ATR 543, and 300 hours for ATR 544 with a maximum of 300 hours for ATR 541, 350 hours for ATR 542, 400 hours for ATR 543, and 500 hours for ATR 544.

## MAXIMUM TIME TO COMPLETE A CLINICAL EXPERIENCE COURSE

The maximum time required to complete an athletic training clinical experience is 300 hours for ATR 541, 350 hours for ATR 542, 400 hours for ATR 543, and 500 hours for ATR 544.

- Any student, who may choose to accumulate more than the maximum number of hours to complete an athletic training clinical experience, is required to request and receive approval from the Program Director.
- Athletic Training Staff, Faculty or Preceptors will not require Athletic Training Students to exceed the maximum number of hours during an athletic training clinical experience.

## ATHLETIC TRAINING STUDENTS' TRAVEL POLICY

Travel to an athletic contest is an expectation when permitted during athletic training clinical experience or the Clinical Experience in AT courses (ATR 541, 542, 543, and 544).

- An AT student may be offered the opportunity to travel with a SUNY Cortland AT Program preceptor to an athletic contest.
- Preceptors and the coach of the respective team will determine if an AT student can travel to an away contest.
- The AT student may volunteer to travel and participate in activities other than the scheduled athletic contest.
- AT students are only permitted to travel when a SUNY Cortland AT Program preceptor is traveling to that athletic contest.
- AT students must be directly supervised by a SUNY Cortland AT Program preceptor during the delivery of athletic training services. The preceptor must be physically present and have to ability to intervene on behalf of the AT student and the patient
- The SUNY Cortland Athletic Training Program shall have no responsibility for the transportation of AT students to an athletic contest.

#### TRAVEL WITH INTERCOLLEGIATE ATHLETIC TEAMS

- When space is available on team vehicles, AT students may voluntarily accept transportation with an intercollegiate athletic team.
- Occasionally, a SUNY Cortland AT Program preceptor may transport themselves and medical equipment in a SUNY Cortland or rental vehicle. On these occasions, AT may voluntarily accept transportation with the preceptor.

#### PERSONAL TRANSPORTATION

- An AT student may voluntarily assume full responsibility for transportation to an athletic contest.
- The AT student will be required to submit a Statement of Release, AT Student Assuming Responsibility of Transportation to an Athletic Contest with all required signatures prior to traveling.
- Without a Statement of Release including all the appropriate signatures, an AT student who provides personal transportation to an athletic contest will not be allowed to perform any duties and responsibilities of a SUNY Cortland Athletic Training Student.
  - In these cases, the student will not be allowed to be on the sideline or in the locker room with the athletic team.
- The student should only have the same access to the team and athletic contest as an ordinary student at SUNY Cortland student who is not in the Athletic Training Program.

#### INSTITUTIONAL POLICIES AND STATEMENTS

#### STUDENT HANDBOOK

The [College Handbook](#) outlines institution written policies and procedures that ensure the rights and responsibilities of the students. The College Handbook provides policies and procedures including but not limited to: Academic Integrity, Academic Grievance, Academic Policy, Student Code of Conduct, Refund Policy, and more. If conflict exists between this policy and procedure manual and the College Handbook, the College Handbook prevails.

## GRADUATE SCHOOL ACADEMIC POLICY

Information pertaining specifically to [Graduate School Academic Policies](#) is available publicly on the Institutional Website. This information includes Degree Requirements, Financial Aid, Grade Policies, Matriculation Requirements, Withdrawal, Transfer Credits, Graduation Requirements, and more.

**ACADEMIC INTEGRITY STATEMENT:** All students are expected to uphold academic integrity standards. Plagiarism is defined as taking the ideas of others and using them as one's own without due credit. Students who cheat in examinations, course assignments, or plagiarize in this course may be disciplined in accordance with university rules and regulations. (College Handbook, Chapter 340)

**DISABILITY STATEMENT:** As part of SUNY Cortland's commitment to a diverse, equitable, and inclusive environment, we strive to provide students with equal access to all courses. If you believe you will require accommodations in this course, please place a request with the Disability Resources Office at [disability.resources@cortland.edu](mailto:disability.resources@cortland.edu) or call 607-753-2967. Please note that accommodations are generally not provided retroactively so timely contact with the Disability Resources Office is important. All students should consider meeting with their course instructor who may be helpful in other ways." (College Handbook, Chapter 745)

**DIVERSITY STATEMENT:** SUNY Cortland is dedicated to the premise that every individual is important in a unique way and contributes to the overall quality of the institution. We define diversity broadly to include all aspects of human difference. The College is committed to inclusion, equity, and access and thus committed to creating and sustaining a climate that is equitable, respectful and free from prejudice for students, faculty and staff. We value diversity in the learning environment and know that it enhances our ability to inspire students to learn, lead and serve in a changing world. We are committed to promoting a diverse and inclusive campus through the recruitment and retention of faculty, staff and students. As a community, we hold important the democracy of ideas, tempered by a commitment to free speech and the standards of inquiry and debate. To this end, we are dedicated to developing and sustaining a learning environment where it is safe to explore our differences and celebrate the richness inherent in our pluralistic society." (College Handbook, Chapter 130)

**INCLUSIVE LEARNING ENVIRONMENT STATEMENT:** SUNY Cortland is committed to a diverse, equitable and inclusive environment. The course instructor honors this commitment and respects and values differences. All students enrolled in this course are expected to be considerate of others, promote a collaborative and supportive educational environment, and demonstrate respect for individuals with regard to ability or disability, age, ethnicity, gender, gender identity/expression, race, religion, sex, sexual orientation, socio-economic status or other aspects of identity. In an environment

that fosters inclusion, students have the opportunity to bring their various identities into conversation as they find helpful, but are not expected to represent or speak for an entire group of people who share aspects of an identity. If you have any questions or concerns about this statement, contact the Institutional Equity and Inclusion Office at 607-753- 2263.” (IEIO <http://www2.cortland.edu/about/diversity/>)

**TITLE IX STATEMENT:** Title IX, when combined with New York Human Rights Law and the New York Education Law 129-B, prohibits discrimination, harassment and violence based on sex, gender, gender identity/expression, and/or sexual orientation in the education setting. The federal Clery Act and NY Education Law 129-B provide certain rights and responsibilities after an incident of sexual or interpersonal violence. When a violation occurs, victims and survivors are eligible for campus and community resources. Where the College has jurisdiction, it may investigate and take action in accordance with College policy. If you or someone you know wishes to report discrimination based in sex, gender, gender identity/expression, and/or sexual orientation, or wishes to report sexual harassment, sexual violence, stalking or relationship violence, please contact the Title IX Coordinator at 607-753-4550, or visit [cortland.edu/titleix](http://cortland.edu/titleix) to learn about all reporting options and resources. (Updated by SUNY Legal Feb. 1, 2018).” (Title IX <http://www2.cortland.edu/titleix>)

## APPENDIX A: MASTER OF SCIENCE OF ATHLETIC TRAINING PROGRAM CHECKLIST

STUDENT NAME: \_\_\_\_\_

CLASS OF \_\_\_\_\_

The MSAT Program requires students to complete the following requirements during the curriculum. It is the student's responsibility to meet with the program administrators at the beginning of each fall and spring semester and ensure that requirements are completed as necessary. As an activity is completed, date and initial the appropriate box. Some activities will need to be completed more than once.

	Year 1			Year 2	
	Summer	Fall	Spring	Fall	Spring
Handbook & Technical Standards Signed (ATR 510)					
Immunizations (EValue Upload)					
CITI training for Research compliance annually (ATR 612)					
NATA membership# (ATR 510)					
CPR certification/ recertification <i>as needed</i> (EValue Upload)					
Criminal Background Check/Fingerprinting (EValue Upload)					
Mandatory Reporter training (ATR 510)					
FERPA & HIPAA training (ATR 510)					
BBP - Required annually (ATR 510 & 543)					
Clinical Site Orientation (Required for Each Clinical)- (Clinical Courses)					
Cumulative Exam (ATR 614) <b>OR</b> Master's Project (ATR 615) <b>OR</b> Master's Thesis (ATR 616)					

## COLLEGE POLICIES AND IMPORTANT LINKS

Please use the provided hyperlinks to ease your navigation to important program and institutional policies.

- [Academic Calendar](#)
- [Academic Curriculum And Course Sequence](#)
- [Admissions Criteria](#)
- [Program Costs/Tuition](#)
- [Program Fees](#)
- [Refund Policy](#)
- [Travel Cost](#)
- [Clothing Requirements](#)
- [College Catalogs](#)
- [Criminal Background Check Policies](#)
- [Degree Requirements](#)
- [Financial Aid](#)
- [Grade Policies](#)
- [Immunization Requirements](#)
- [Travel Expectations](#)
- [Matriculation Requirements](#)
- [Nondiscrimination Policies](#)
- [Scholarships](#)
- [Program Mission, Goals And Outcomes](#)
- [Transfer Credit Policy](#)