

# Master of Athletic Training Program Manual



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## TABLE OF CONTENTS

<b>Welcome!</b>	<b>6</b>
<b>Program Overview and History</b>	<b>7</b>
<b>MAT Leadership and Staff</b>	<b>8</b>
<b>Community Behavior Standards</b>	<b>10</b>
<b>Disrespectful or Inappropriate Behavior</b>	<b>10</b>
<b>Identification</b>	<b>11</b>
<b>Visitors</b>	<b>11</b>
<b>Campus Security and Building Hours</b>	<b>11</b>
<b>Facilities</b>	<b>11</b>
<b>Manchester University's Master of Athletic Training Program <b>Mission Statement</b></b>	<b>14</b>
<b>Manchester University's Master of Athletic Training Program Vision Statement</b>	<b>14</b>
<b>Program Goals &amp; Objectives</b>	<b>14</b>
<b>Professionalism</b>	<b>16</b>
<b>Professionalism Violation Procedures</b>	<b>16</b>
<b>National Athletic Trainers' Association (NATA) Code of Ethics and Board of Certification' (BOC) Standards of Professional Practice</b>	<b>16</b>
<b>Attendance Policy</b>	<b>17</b>
<b>Dress Code and Personal Appearance</b>	<b>18</b>
<b>Classroom Attire and Appearance</b>	<b>18</b>
<b>Academic Integrity</b>	<b>18</b>
<b>Penalties</b>	<b>18</b>

<b>Academic Grievance Policy</b>	<b>19</b>
<b>Program Assessment</b>	<b>20</b>
<b>Program Essential Functions</b>	<b>20</b>
<b>Professional Memberships and Liability Insurance</b>	<b>20</b>
<b>Drug Screening</b>	<b>20</b>
<b>Procedure for Drug Screening</b>	<b>21</b>
<b>Reasonable Suspicion Drug and Alcohol Policy and Testing Guidelines</b>	<b>21</b>
<b>Results</b>	<b>22</b>
<b>BOC Requirements</b>	<b>22</b>
<b>Admission Requirements</b>	<b>23</b>
<b>Athletic Training 3+2 (or 4+2)</b>	<b>24</b>
<b>Applying &amp; Admissions</b>	<b>25</b>
<b>Admission Status</b>	<b>25</b>
<b>Special Admission</b>	<b>26</b>
<b>Readmission</b>	<b>26</b>
<b>Academic Probation</b>	<b>26</b>
<b>Academic Dismissal</b>	<b>26</b>
<b>Repeating Courses</b>	<b>27</b>
<b>Petitions for Special Action</b>	<b>28</b>
<b>Degree Requirements</b>	<b>28</b>
<b>Grading System</b>	<b>28</b>
<b>Incomplete Grades</b>	<b>29</b>

<b>Withdraw Process</b>	<b>29</b>
<b>Preparation for Graduation &amp; Participation in Commencement</b>	<b>29</b>
Degrees are conferred at the end of the semester following the completion of the required credit hours. Diplomas are mailed to the student's address on file following conferral of the degree.	29
No diploma will be released until all financial obligations to the University have been met.	29
<b>Overview</b>	<b>30</b>
<b>Domains of Athletic Training Practice</b>	<b>31</b>
<b>Clinical Education</b>	<b>31</b>
<b>Cumulative Mock BOC Exam</b>	<b>32</b>
<b>Academic Advising</b>	<b>32</b>
<b>Counseling Services</b>	<b>32</b>
<b>Safety Emergency Guidelines</b>	<b>33</b>
<b>Health and Immunization Record Recommendations</b>	<b>33</b>
<b>Student Financial Services and Financial Aid</b>	<b>34</b>
<b>Registrar and Enrollment Services</b>	<b>34</b>
<b>Family Educational Rights and Privacy Act of 1974</b>	<b>34</b>
<b>Privacy and Student Records</b>	<b>35</b>
<b>Information Technology Services (ITS) Help Desk Room 121</b>	<b>36</b>
<b>Academic Support Services:</b>	<b>36</b>
<b>Library Resources</b>	<b>36</b>
<b>APPENDIX 1: National Athletic Trainers' Association Code of Ethics</b>	<b>56</b>
<b>APPENDIX 2: Board of Certification Standards of Professional Practice</b>	<b>61</b>

<b>APPENDIX 3: Master of Athletic Training Degree Course Requirements 2025-2026</b>	<b>68</b>
<b>Master of Athletic Training 2-Year Plan of Study</b>	<b>70</b>
<b>APPENDIX 4: Essential Functions for the Master of Athletic Training Program</b>	<b>71</b>
<b>APPENDIX 5: Communicable and Infectious Disease Policy for Athletic Training Students</b>	<b>73</b>
<b>APPENDIX 6: Accident Reporting Policy</b>	<b>76</b>
<b>APPENDIX 7: Student Confidentiality Agreement</b>	<b>78</b>
<b>APPENDIX 8: Continuing Education Requirements for Certified Athletic Trainers</b>	<b>80</b>
<b>APPENDIX 9: Health Insurance Portability and Accountability (HIPAA) and Family Education Rights and Privacy Act (FERPA) Education</b>	<b>82</b>
<b>APPENDIX 10: Social Media Policy</b>	<b>86</b>
<b>APPENDIX 11: Clinical Education Handbook</b>	<b>88</b>

Disclaimer: The policies and procedures outlined in this manual are in effect for the academic year 2025 -2026. The policies and procedures described in this manual are subject to change. The College reserves the right to change the provisions outlined in this manual with or without notice.

# SECTION I: PROGRAM OVERVIEW

## Welcome!

Welcome to the College of Health Science, Nursing, and Pharmacy (HPNP) at Manchester University. The College of HPNP includes two schools, School of Pharmacy and the School of Health Professions and Nursing. The School of Health Professions and Nursing includes exercise science, Master of Athletic Training (MAT), Doctor of Physical Therapy (DPT), and accelerated and traditional nursing programs.

This manual was created to introduce Manchester University and the MAT. Manchester helps students to become lifelong learners who strive to be the best in their chosen fields. The faculty is invested in helping students succeed and reach their fullest potential. At Manchester, students are challenged to learn and grow as well as being rewarded with hard work. We believe that our program allows students to develop the necessary skills and abilities to thrive in the field of Athletic Training.

This is the definitive and *official* source for program policies, requirements, etc. The MAT program also has a Clinical Education Handbook, which provides more information regarding experiential education.

A handwritten signature in black ink that reads "Lucas Dargo".

Lucas Dargo, DAT, LAT, ATC  
Program Director,  
Master of Athletic Training

## **Program Overview and History**

The purpose of the Master of Athletic Training (MAT) Program at Manchester University is to prepare qualified entry-level Athletic Trainers for the profession of Athletic Training. Through a professional curriculum, which includes both classroom and experiential education, the MAT endeavors to prepare individuals who are educationally well-rounded, critical thinkers, good citizens, and professionally active, as well as competent health care providers.

Clinical education affords students opportunities to apply the theories, concepts, and skills learned in the classroom to an actual or simulated patient in athletic training settings. Athletic training students gain experience learning in a variety of settings where athletic training services are utilized including traditional (e.g., interscholastic, and intercollegiate sports) and non-traditional (e.g., physician practice, public safety, performing arts, occupational health) practice sites. These experiences include working with clients/patients with diverse identities and backgrounds.

The first cohort of the MAT began its study in July 2010. Following CAATE (Commission on Accreditation of Athletic Training Education) policies, a self-study document was submitted in June 2011, anticipating a site visit in spring 2012. The site visit did occur in February 2012 and the awarding of initial CAATE accreditation occurred in May 2012, making Manchester University the first institution in Indiana to have an accredited professional master's program in Athletic Training. A reaccreditation site visit occurred in November 2016. Subsequently, the MAT program was awarded a 10-year reaccreditation by the CAATE.

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# SECTION II: GENERAL INFORMATION AND POLICIES

## **Community Behavior Standards**

All individuals are expected to behave professionally. Unprofessional behavior includes any act or omission that is unethical or improper, and/ or in violation of any local, state, or federal laws and regulations. This includes unlawful or untoward actions that may result from substance abuse, including but not limited to unlawful and unauthorized manufacture, distribution, dispensation, possession or use of narcotics, controlled substances, illicit drugs, or alcohol.

Unlawful and illicit for these purposes means violation of federal, state, or local regulations, policy, procedures, and rules, including legal statutes. Educational setting means University or College operated buildings and grounds or while conducting University or College business away from the actual premises, including experiential or service- learning sites. Professional activities relate to professional meetings and community service events.

Students are expected to demonstrate professionalism and integrity during class, in service settings and in their personal lives. Whether attending a meeting, going to a continuing education program, or participating with other organizations, you are always representing the Program, College, and University. Strive to be the example that others may look up to and emulate.

## **Disrespectful or Inappropriate Behavior**

Professional behaviors are essential to the athletic training profession. Athletic training students must recognize their responsibility to society and their patients and exhibit behaviors representing high standards, polite etiquette, compassion, and respect for human dignity in both the classroom and clinical settings.

Examples of disrespectful or inappropriate behaviors include, but are not limited to:

- not being prepared to perform in class, laboratory, or clinical settings
- failure to notify faculty and/or preceptors in a timely manner if they are unable to complete a required experience (at least 1 hour prior to scheduled experience)
- not following school or clinical site professional appearance policy
- smoking prior to or during clinical experiences
- degrading comments
- incivility
- unauthorized sharing of HIPAA/FERPA protected information
- disrespectful behavior towards faculty, staff, or other program personnel (e.g., preceptors, invited speakers.)

Students who demonstrate these or other disrespectful or inappropriate behaviors may be removed from the learning environment, given an unsatisfactory evaluation, or failing grade.

### **Identification**

University Identification (ID) cards are issued to all students enrolled in the MAT program. These cards are not only for identification, but they also serve as the “key” allowing access into the MUFW building. Additionally, the program provides students with badges to wear during clinical rotations. Students are required to wear this badge at all clinical education opportunities. Lost ID cards are to be reported using [ChetNet](#). The student is responsible for the cost of replacement.

### **Visitors**

Any outside visitor must check in at the front desk upon entry. All visitors will sign in and receive a visitor badge while in the building. The staff at the front desk also handles the telephone switchboard (incoming calls) to the Fort Wayne campus.

### **Campus Security and Building Hours**

The building hours for students are 7 a.m.–12 a.m. The patio will be open during weekends too. Re-admittance to the building is only available with your University ID card through the main entrance. Doors are not to be propped open at any time. Student weekend access will not be allowed during other scheduled events upon advanced notification. Any inappropriate or unapproved use of these identified rooms (e.g., food and drink in the communications lab) or the facility may lead to the closure of rooms and the elimination of student weekend access. The Fort Wayne campus has an active security patrol, which includes patrol of the building, parking lot and surrounding campus. To contact Fort Wayne campus security, please call Parkview Dispatch – 260-266-1800. In an emergency, please call 9-1-1 on the nearest telephone.

### **Facilities**

**Fort Wayne Campus Front Desk Entrance Foyer**  
(260) 470-2700

## **Fort Wayne Campus Use Policy:**

### **Student Lounge**

The Student Lounge provides students with an area to gather and equipment to store and heat their lunch. As such, the students are responsible for keeping the area clean and neat. A microwave and refrigerator are available for students' use. Rules for cleaning, microwave use, and refrigerator storage are posted.

### **Room Reservations**

Within the Fort Wayne facility, there are a variety of rooms that may be reserved by students for academic or organizational pursuits. Room reservations are overseen by facilities.

### **Property Damage**

No student shall willfully or maliciously damage or destroy University property or property on the campus which belongs to any student, employee, or visitor of the University. This prohibition applies to off-campus sites while students are participating in academic learning experiences, including externships, experiential rotations, and observations. Students are obligated to pay for all property damage caused by improper use. The program reserves the right to pursue available legal remedies against students who damage or destroy University property.

### **Pets Policy**

Pets are not allowed in the facility.

### **Food and Drink in the College**

Students may only bring drinks into classroom spaces in re-sealable containers (e.g., screw-top bottles, mugs with lids, or other containers). Students are discouraged from bringing food into the classroom as it can be a distraction. Students are expected to clean up after themselves. Reoccurring problems will be addressed by the Office of Student Life. No food or drink is allowed in the lab areas.

### **Substance Abuse Policy**

It is the policy of the College to provide a drug-free, healthy, safe, and secure educational environment. Employees and students are required and expected to report to their class or student activities in appropriate mental and physical condition to meet the requirements and expectations of their respective roles.

The College prohibits the unlawful and unauthorized manufacture, distribution, dispensation,

possession, or use of narcotics, drugs, or other controlled substances, or alcohol in the

education setting. Unlawful means violating federal, state, or local regulations, policies, procedures, rules, and legal statutes. Educational setting means College operated buildings and grounds or while conducting College business away from the College premises, including experiential or service-learning sites. More information can be found in the [Student Source](#).

### **Automobile Regulations**

All students, faculty, and staff members' cars must be registered. Vehicle owners will be held responsible for the proper use of their cars, even when driven by other people. This includes proper selection of marked parking spots. The University assumes no liability or responsibility for the loss of or damage inflicted on motor vehicles while parked on the Fort Wayne campus. Students who bring a vehicle to the facility should be sure to have adequate insurance coverage.

## **SECTION III: POLICIES SPECIFIC TO THE MAT PROGRAM**

### **Manchester University's Master of Athletic Training Program Mission Statement**

The mission of the Master of Athletic Training (MAT) Program at Manchester University is to prepare person-centered, evidence-based athletic trainers, who actively seek to improve the lives of others by serving their profession, patients, and greater community with integrity and respect.

### **Manchester University's Master of Athletic Training Program Vision Statement**

Our vision demonstrates our **aspirational goal**, what we strive for as a program: The Manchester University Athletic Training Program will **graduate students with ability and conviction** to provide patients with professional, evidence-based care.

### **Athletic Training Accreditation**

The graduate level athletic training program is accredited by the Commission on Accreditation for Athletic Training Education (CAATE), 2001 K Street NW, 3<sup>rd</sup> floor North, Washington, DC. 20006.

### **Program Goals & Objectives**

#### **Goal 1: Prepare individuals who are committed to a career as a Certified Athletic Trainer.**

Objective 1.1: Students will graduate from the Athletic Training Program within two years.

Objective 1.2: Graduates will pass the Board of Certification (BOC) Exam within two attempts.

Objective 1.3: Graduates will secure employment as athletic trainers within six months of graduation.

**Goal 2: Graduate students who demonstrate the knowledge, skills, and clinical abilities for entry-level practice as an athletic trainer.**

Objective 2.1: Graduates will demonstrate the ability to promote healthy lifestyle behaviors with effective education and communication to enhance wellness and minimize the risk of injury and illness.

Objective 2.2: Graduates will demonstrate the ability to implement systematic, evidence-based assessments and evaluations to formulate valid clinical diagnoses and differential diagnoses to determine a patient's plan of care.

Objective 2.3: Graduates will recognize and manage critical incidents while integrating best practices in immediate and emergency care for optimal outcomes.

Objective 2.4: Graduates will demonstrate the ability to rehabilitate individuals with a health condition (i.e., injury, illness, general medical condition) with the goal of achieving optimal activity and participation levels based on core concepts (i.e., fundamental knowledge and skillsets) using the applications of therapeutic exercise, modality devices, and manual techniques.

Objective 2.5: Graduates will demonstrate the ability to integrate best practices in policy construction and implementation, documentation, and basic business practices to promote optimal patient care and employee well-being.

Objective 2.6: Graduates will demonstrate professional behaviors (e.g., ethical, moral, legal) consistent with professional and employment expectations for entry-level athletic trainers.

**Goal 3: Develop students who will collaborate as a member of an inter-professional healthcare team while providing evidence-based, patient-centered care.**

Objective 3.1: Students will demonstrate verbal and written communication skills to effectively work with stakeholders with various backgrounds.

Objective 3.2: Students will use appropriate patient-centered clinical questions to identify and critically appraise current literature that guides their decision-making.

Objective 3.3: Apply the available evidence and patient goals and values to implement current, safe, and effective patient care for complex issues.

Objective 3.4: Students will recognize the need for referral to another healthcare provider and develop an interprofessional care plan.

Objective 3.5: Students will incorporate patient-oriented outcomes to evaluate the quality of care they provide.

Objective 3.6: Students will evaluate the various determinants of health (e.g., social, economic, environmental, biological, policy/law, cultural) which may affect community healthcare.

**Goal 4: Ensure Faculty and Students' professional engagement and serve the community in which they live.**

Objective 4.1: Faculty and students will serve the community by participating in volunteer activities each academic year.

Objective 4.2: Faculty and students will be engaged in the profession as demonstrated by regular engagement in scholarly activities (e.g., conference attendance presentation, publications).

**Goal 5: Deliver a comprehensive curriculum that provides students with knowledge, skills, and clinical abilities that encompasses the scope of athletic training practice.**

Objective 5.1: Provide exemplary, diverse clinical education experiences that encompass the totality of athletic training practice.

Objective 5.2: Preceptors will engage in professional development activities to demonstrate contemporary expertise in their area of teaching/clinical practice. - contemporary expertise tables.

Objective 5.3: Preceptors will provide quality instruction to students.

**Goal 6: Secure/maintain accreditation from the Commission on Accreditation of Athletic Training Education (CAATE).**

Objective 6.1: Faculty will maintain annual accreditation from the Commission on Accreditation of Athletic Training Education (CAATE).

*The Graduate/Professional Faculty approves changes to the MAT curriculum or any academic policies pertaining to the MAT.*

## **Professionalism**

MAT students are preparing for careers as health care professionals, thus preparation to enter the profession requires that students acquire the skills, attitudes, and values of successful professionals. The following are some elements of professional behavior which can serve as guidelines to help students develop the ideals and standards of an effective health care professional.

### **Professionalism Violation Procedures**

All professionalism violations will be referred to the Program Director. Upon receipt, the Program Director will review the concern, meet with the student to discuss the issue, and determine appropriate action. Documentation of the incident and resolution will be maintained in the student's file. Repeated or serious violations may result in dismissal.

### **National Athletic Trainers' Association (NATA) Code of Ethics and Board of Certification' (BOC) Standards of Professional Practice**

Certified Athletic Trainers are expected to adhere to the NATA Code of Ethics (Appendix 1) and the BOC Standards of Professional Practice (Appendix 2). At Manchester University, this expectation is extended to all MAT students. A breach of the NATA Code of Ethics or



the BOC Standards of Professional Practice is grounds for immediate dismissal from the MAT program.

### **Attendance Policy**

Attendance and punctuality in all courses, labs, and clinical rotations is expected. As students in a professional program, the expectations for participation and attendance in classes, activities, and events are like employment responsibilities:

- to be on-time, ready and actively engaged
- to maintain a professional appearance
- to treat others with respect and demonstrate courteous behavior
- to notify faculty/preceptors of absences prior to class/clinical rotations

#### **Students are required to have transportation to their clinical rotations.**

Students are expected to attend all officially scheduled lectures, discussions, laboratory exercises and examinations. Instructors will excuse students for university-sanctioned events (including participation in field trips, intercollegiate sports, professional development activities or artistic performances), military duty, medical necessity (related to a documented disability or pregnancy), religious obligations, and circumstances beyond the student's control (jury duty, court dates).

In an excused absence, the faculty will allow the student to make up missed work without a grade penalty. Students are expected to inform faculty of university-sanctioned events and other excused activities prior to the event and to request and meet deadlines for make-up work. Instructors also may excuse students for other reasonable causes such as illness, death or serious illness in the student's immediate family, or travel delays due to weather or mechanics. Students are responsible for all work missed regardless of the reason. Specific attendance policies and sanctions for excessive absences from class are the prerogative of the individual instructor and could include a failing grade on any work due on the date of absence, a reduction of the final grade for the course or a failure in the course. Only those sanctions published in the course syllabus are to be used by an instructor.

Students will receive one free day they can miss class without penalty. Any absence that does not meet the previously mentioned criteria may result in a 10% reduction in the final course grade.

Students are responsible for making any necessary arrangements with the course instructor regarding any absence. Absence from instructional periods for any reason does not relieve the student from responsibility for the material covered during the periods. Refer to the Clinical Education Handbook for details of the policy for clinical education absences.

## **Dress Code and Personal Appearance**

As health professionals, athletic training students are expected to maintain the highest possible standard of appearance. Students should dress neatly, appropriately, and in good taste, and exhibit courtesy and dignified behavior, especially when representing the Program and the College.

## **Classroom Attire and Appearance**

Appropriate attire and grooming in the didactic setting include clean and neat clothing and hair, (including facial hair), fingernails trimmed short, minimum jewelry and fragrances. Please note that long, acrylic, and/or gel fingernails may interfere with performing physical examination and diagnostic skills and are strongly discouraged in all settings.

Clinical skills laboratory attire depends upon the anticipated laboratory assignment. Laboratory attire may include gym shorts, tank tops, and sports bras or bathing suit tops.

Attire and appearance during clinical rotations is outlined in the Clinical Education Handbook. Students are expected to always adhere to this policy.

## **Academic Integrity**

Academic honesty is expected. Definitions and policies pertaining to academic dishonesty and academic grievances are located in the *University Catalog*. **An incident of academic dishonesty may result in dismissal from the MAT program.**

## **Penalties**

The instructor has the sole discretion to impose specific grade sanctions such as failure of the assignment or failure of the course for any unprofessional behavior. When a failing grade for the course is imposed, the student will not be allowed to withdraw from the course with a grade of W.

- For a first referred offense, the University Academic Integrity Committee has the discretion to impose disciplinary sanctions such as a letter of apology, monetary fine or community service requirement in addition to any grade sanction imposed by the instructor.
- For a second or subsequent offense, a University Academic Integrity Committee hearing will occur, whereby additional sanctions up to and including suspension or expulsion from the University could be applied.

Due Process and Appeals

Students have a right to due process. This shall include the right:

To be informed of the nature of the violation by the faculty member within two weeks of discovery of the incident of dishonesty or cheating.

To be accompanied to any meeting by a faculty or administrative staff member from the University campus community under special circumstances.

To request an appeal based only on due process or new, exculpatory evidence. Appeals must be submitted to the Office of Academic Affairs within 7 days of receipt of the letter documenting the allegation and/or sanctions. Appeals may be made only with the Vice President for Academic Affairs (VPAA). The VPAA's decision is final, and no further appeal procedure shall exist in the University.

### **Academic Grievance Policy**

*The Academic Grievance Policy pertains only to cases in which a student believes the final course grade has been assigned in a capricious or unfair manner. Grievances unrelated to academic performance may be brought directly to the Office of Academic Affairs.*

#### *Academic Grievance Procedures*

1. The student and the instructor should discuss the student's concern and make every effort to reach a satisfactory solution. A mutually agreed upon third party may be invited to observe the meeting.
  2. If an agreement cannot be reached, or the instructor is unavailable the student should complete the Academic Grievance form and file it with the registrar who will contact the undergraduate department chair or graduate program directors of the involved instructor who will make a ruling on the grievance following the procedures detailed below.
    - a. Students must file the final course grade grievance with the registrar no later than five (5) business days after the posting of official grades or the receipt of final course grades for clinical rotations.
    - b. Students may request an extension from the Office of Academic Affairs of the five-day filing deadline for extenuating circumstances.
- The chair/director will request a detailed written summary from each party.
  - The chair/director will inform their college dean and the office of academic of affairs of the grievance.
  - The chair/director will meet with both parties together, listen to their concerns and make a determination.
  - The chair/director will inform the college dean of the result in writing. The written summaries will be forwarded to the Office of Academic Affairs (see above).

## **Program Assessment**

The Athletic Training program is committed to assessing both individual student and program goals. This assessment takes many forms including, but not limited to, analysis of numerous factors involved in retention, graduation, end of semester cumulative exams, standardized patients, and post-graduation activities of students. The program reserves the right to use aggregate data on student achievement. Information about individual students will be protected and will not be subject to public dissemination, following federal guidelines for privacy of students. This program assessment will provide information for the programmatic quality improvement decisions.

## **Program Essential Functions**

To read more about essential function requirements for the MAT, please reference Appendix 4 in the MAT Student Handbook 2025-2026.

The essential functions document will be signed by each student before beginning the MAT program.

## **Professional Memberships and Liability Insurance**

Student membership in the National Athletic Trainers' Association (NATA) is highly encouraged. Advantages of membership include receiving the *Journal of Athletic Training*, *NATA News*, access to job boards, and price reductions for conference registrations and BOC-certification examination fees. More information about NATA membership can be found at the NATA website, [www.nata.org](http://www.nata.org).

Professional liability insurance is provided to all athletic training students through a blanket policy. This insurance is limited to students engaged in official program events (e.g., clinical rotations) and will not cover students volunteering or providing care outside of Manchester University requirements. This is provided at no cost to the students. Copies of this policy are available to students at their request. Please contact the Director of Clinical Education to request a copy of this policy. Students needing additional details related to the coverages and limitations of this liability insurance should consult with the Program Director.

## **Drug Screening**

The use of substances that interfere with the judgment and/or motor coordination of students poses an unacceptable risk for clients, Manchester University, the faculty, other students, and clinical agencies. In compliance with clinical agency requirements, the Manchester University MAT Program requires annual drug testing. Annual screenings will be completed before the first clinical course and annually thereafter for all students in clinical courses.

Also, upon reasonable suspicion of drug and/or alcohol use in the clinical, classroom, or laboratory setting, the Manchester University MAT Program can require a student to submit to testing for substance use at the student's expense. Refusal by a student to submit to testing will result in that student's dismissal from the MAT program.

### **Procedure for Drug Screening**

Before participating in their first clinical rotation and annually after, students must follow the drug testing procedure. Tests will be conducted by a qualified laboratory using established methods and procedures selected by the MAT program through a selected outside vendor.

#### **10 Panel – Certified Drug Test – Urine**

10-panel urine drug screen tests for the following drugs:

- Amphetamines, cocaine Metabolites, Marijuana Metabolites, Opiates, Phencyclidine, Barbiturates, Benzodiazepines, Methadone, Propoxyphene, & MDMA/Ecstasy.
- Please do not drink coffee or too many fluids prior to your lab visit. If your results are a negative dilute, the facility will require a second drug screen to be completed. Should a negative dilute occur, please contact your school administrator.

If the initial drug screen is reported as positive/non-negative, the student will receive a call from vendor's Medical Review Officer (MRO). The MRO will obtain medical proof as to why the student tests positive. If the student is taking any form of prescription medicine, it is wise to proactively obtain proof from the student's physician to be provided to the MRO when contacted. This will speed up the process of reporting drug test results.

If a student believes the MRO review results to be inaccurate, then they must notify the Director of Clinical Education and a retest within 2 business days will be arranged at the student's expense. The MAT Program will ensure confidentiality of results by making the information available only to the student.

### **Reasonable Suspicion Drug and Alcohol Policy and Testing Guidelines**

After admission to the Manchester University MAT Program, at any time faculty or an administrator have "reasonable suspicion" that a student is impaired due to drug and/or alcohol use while in the clinical, the student will be removed from the area and required to undergo immediate testing for drug and/or alcohol use at the student's expense.

Reasonable suspicion is defined to mean that the Manchester University MAT Program faculty believes that the behavior, speech, body odor, and/or appearance of a student is indicative of the use of alcohol and/or drugs. Reasonably suspicious behavior could include conduct that prevents the student from performing the essential functions of his or her role in the clinical activity or which poses a direct threat to the safety of others. Other behavior

which could lead to a reasonable suspicion drug or alcohol test includes but is not limited to: odor of alcohol or drugs, unsteady or staggering gait, rapid or slurred speech, pinpoint or dilated pupils, unresponsiveness, bloodshot eyes, fine motor tremors, difficulty participating in activities, nausea, vomiting, sweating, erratic behavior, incoherent speech, verbal or physical outbursts, self-report of drug use or alcohol abuse, unsafe behavior, unsatisfactory care for others, and threats of harm to self or others.

## **Results**

### **A. Refusal to Test**

If a student fails to produce the requested sample at the date and time designated, the student will be treated as if the test result was positive.

### **B. Negative Test Result**

If the drug or alcohol test is negative, no action will be taken, and the student will be allowed to participate in all clinical activities and allowed to make up any missed assignments.

### **C. Positive Test Result**

If the drug screening result is positive, the student will be suspended from the program pending investigation. Impaired students will be unable to transport themselves home from the healthcare facility after reasonable suspicion and a positive drug screen

## **BOC Requirements**

To become a Board of Certification (BOC) Certified Athletic Trainer (ATC), an individual must pass the BOC examination. Exams are administered at computer testing sites across the nation and consist of written and scenario-based questions. Further information about examination sites, deadlines, and fees can be found on the Board of Certification website: [BOC \(bocatc.org\)](http://bocatc.org).

Candidates who are enrolled in or registered for their final semester prior to graduation, are eligible to take the BOC exam.

# SECTION IV: IMPORTANT ACADEMIC POLICIES

## Admission Requirements

The Master of Athletic Training (MAT) degree is designed to prepare students to become certified athletic trainers (ATC). Athletic trainers are health care professionals who collaborate with physicians to optimize activity and participation of patients and clients. Athletic training encompasses the prevention, diagnosis, and intervention of emergency, acute, and chronic medical conditions involving impairment, functional limitations, and disabilities.

The MAT program is designed for students with minimal knowledge and experience in athletic training. Individuals who are graduates of CAATE-approved programs are not eligible for admission. Upon final semester registration or successful completion of all clinical and didactic components of the MAT program, students can take the Board of Certification (BOC) exam in athletic training. Passing the BOC examination leads to the awarding of the credential ATC.

The mission of the Master of Athletic Training (MAT) Program at Manchester University is to prepare person-centered, evidence-based athletic trainers, who actively seek to improve the lives of others by serving their profession, patients, and greater community with integrity and respect. Students applying for admission to the Master of Athletic Training program must meet the following minimum requirements:

- Baccalaureate degree from a regionally accredited institution
- Preferred 3.0 cumulative undergraduate grade point average
- Two letters of recommendation
- Completion of each of the following undergraduate courses with a minimum grade of C (2.00/4.00):
  - Human Anatomy with lab (Lecture and lab)
  - Human Physiology with lab (Lecture and lab)
  - Exercise Physiology with lab (Lecture and lab)
  - One course in chemistry (any level)
  - One course in physics (any level)
  - One course in biology (any level)
  - Biomechanics/Kinesiology
  - Nutrition
  - General Psychology
  - Statistics

## **Athletic Training 3+2 (or 4+2)**

The Athletic Training 3+2 program is for students entering college at the undergraduate level.

### **Overview**

Through the Athletic Training 3+2 program, you can pursue an undergraduate degree in Clinical and Rehabilitation Sciences along with a Master of Athletic Training degree in just five years, including summer sessions – a process that would normally take six. \*

\*Some student-athletes choose to take the full six years to complete the undergraduate portion of the program in order to maintain four years of athletic eligibility.

Students in MU's Athletic Training 3+2 program attend undergraduate classes at our residential campus in North Manchester, Indiana or at one of the undergraduate institutions we have an affiliation agreement with. Students will be earning their undergraduate degree in Clinical and Rehabilitation Sciences, including the required courses to apply to the Master of Athletic Training (MAT) Program. The final two years are in the MAT professional program, in which students study at our Fort Wayne, Indiana, campus, where they have enhanced access to internships, clinical experiences and all the amenities offered by the second largest city in Indiana.

### **Here is how the 3+2 program works:**

- Students enter Manchester University, or an institution we have an affiliation agreement with, as first-year students and declare an undergraduate major in Clinical and Rehabilitation Sciences.
- Students then complete the requirements for this undergraduate degree on an accelerated schedule, completing 12 semester hours of coursework each summer and courses in the Fall, January, and Spring semesters each year.
- At the end of the students' second year, they can choose to apply for admittance to the MAT program.
- After completing the undergraduate degree requirements in the third year, students then begin their graduate studies the following summer at our campus in Fort Wayne, Ind.
- When the requirements for the MAT are completed, students are "certification-eligible," meaning they are eligible to take the certification examination leading to the Certified Athletic Trainer credential (ATC).

Students who elect not to pursue the MAT degree or are not accepted to the MAT program, have completed the undergraduate degree in three years.



## Applying & Admissions

Manchester University employs a “rolling” application and admissions process for the MAT program. Applicants may submit their application materials through ATCAS™ any time after July 1 of the year prior to expected start. When an application is received, the applicant’s record is immediately reviewed by the admissions committee. If most entrance requirements are met, an in-person or video interview will be scheduled. The admissions committee will then convene, and the admission decision will be communicated to the applicant soon after the completion of the interview. **Any offer of admission is contingent upon completion of an undergraduate degree and completion of the MAT program prerequisites (see Conditional Admission below).**

In addition to the admission requirements listed above, students who earned their degree(s) outside the United States must submit all relevant documentation to World Education Services, Inc. (WES) for evaluation and interpretation. Students should request that WES perform a course-by-course evaluation, and they should have a report sent directly to Manchester University at the following address: For MAT: Dean of the School of Health Professions & Nursing, 10627 Diebold Rd, Fort Wayne, IN 46845. Information about WES can be found at [www.wes.org](http://www.wes.org). Students are responsible for payment of fees to WES (not Manchester University) for this service.

## Admission Status

**Regular Admission** - Applicants who meet all the admission requirements will be awarded regular admission status.

**Conditional Admission** - Conditional admission may be awarded under the following circumstances:

- Student does not meet regular admission standards but shows evidence of capability to achieve success in the graduate program.
- Students’ academic background indicates that additional undergraduate course work is warranted before or concurrent with enrollment in graduate classes. Some students may be admitted to the MAT program prior to the completion of all prerequisite courses.

In the event an admitted student does not complete the prerequisite course/s with at least a C within the first year after admittance, the student will be required to meet with the Program Director and may be required to repeat the prerequisite course/s at his or her own expense.

### **Special Admission**

A student who does not intend to work toward a graduate degree at Manchester University but who wishes to take (a) course(s) for graduate credit may apply for admission as a special student. A maximum of six semester hours may be earned as a special student. To be admitted the applicant must hold a baccalaureate degree from a regionally accredited institution by September 1 of the year of admission as a special student and have permission of the program director.

### **Transfer of Credit**

A maximum of 6 semester hours of graduate credit taken at other regionally accredited graduate schools may be transferred and applied towards the MAT, provided that such credit is approved by the Program Director and Registrar. Credit cannot be earned through proficiency examinations.

### **Readmission**

Students who wish to be readmitted to a graduate program after a period of inactivity - defined as one semester or more - must meet with the program director. Readmission decisions rest with the respective Program Director, pending approval from Student Financial Services.

### **Academic Probation**

A student may be placed on probation when their performance fails to meet the criteria listed below. If performance does not improve, the student may be suspended or dismissed from the Athletic Training Program.

- A student will be placed on academic probation when one or more of the following occurs:
  - The student has failed a course
  - The student's cumulative GPA falls below 3.0

### **Academic Dismissal**

A student will be academically dismissed under any of these conditions:

- Attaining a cumulative GPA below 3.0 for three consecutive semesters
- Failure to pass the same required course twice

## **Repeating Courses**

Courses counted toward a MAT degree completion may be repeated a maximum of one time.

## **Petitions for Special Action**

Students who believe extenuating circumstances merit consideration may petition the Academic Standards Committee for exceptions to stipulated policies and regulations. Petitions must be in writing and are to be filed with the Program Director. Action on petitions will be taken only at regular committee meetings and not be considered a precedent for any future action. The committee's decision is final, and no further appeal procedure shall exist within the University.

## **Degree Requirements**

To earn the MAT degree, students must complete the following:

1. Maintain a cumulative grade point average of at least 3.00
2. Earn at least a C in each required course
3. Complete all required didactic and clinical education courses

## **Grading System**

A four-point grading system is used to compute grade point averages for graduate work. The grading system for graduate courses is noted below.

<b>Grade</b>	<b>Description</b>	<b>Grade Points</b>
A	Highest passing grade	4.00
B		3.00
C	Lowest passing grade	2.00
F	Failure	0.00

Faculty may also designate a course Pass/Not Pass (P/NP) with approval from the Graduate and Professional Curriculum and Assessment Committee. Students may not elect to take graded courses P/NP. These courses are not included in GPA calculations.

Other grading symbols:

I	Incomplete* (Temporary grade)
P	Pass
PR	Proficient (Awarded for credits for prior learning, standards outlined above)
NR	Grade not reported* (Temporary grade) Course extends beyond the end of semester/session.
UW	Unauthorized Withdrawal (Failure, F)
W	Withdrawn Passing
WF	Withdrawn Failing (F)

\*Work must be completed by the designated date, otherwise, a failure (F) is recorded.

### **Incomplete Grades**

An incomplete grade may be assigned at the end of a semester when conditions beyond the control of the student preclude completing coursework. In such cases the student must be doing passing. What work and must be able to complete the unfinished work without further class attendance.

### **Withdraw Process**

A student may withdraw during the first two-thirds of a course, receiving a grade of W. Withdrawing later in the course will result in a grade of WF. A student who does not withdraw but stops attending class receives a grade of UW. Contact the Program Director for course or program withdrawal instructions.

### **Preparation for Graduation & Participation in Commencement**

Degrees are conferred at the end of the semester following the completion of the required credit hours. Diplomas are mailed to the student's address on file following conferral of the degree.

No diploma will be released until all financial obligations to the University have been met.

# SECTION V: CURRICULUM

## Overview

The 2025-26 MAT degree requirements and the course sequence are found in Appendix 3 of this document. First year MAT students (PY1) will engage in classroom and lab learning opportunities for the first 7 weeks of both the Fall and Spring semesters.

Students will be enrolled in a classroom course in each January Session and during the Summer Session of Year 2. Students will begin their second year in the program following May finals. During their Year 2 in the program, they will have a 4-week immersion at the end of the summer term. Students are highly encouraged to be at the same location for their summer immersive experience as their fall 2 clinical rotation.

For the second 7 weeks, PY1's will be on full-time clinical rotations, with occasional

meetings/seminars/ debriefing sessions on campus or remotely. These 7-week rotations are full-time experiences where students can expect to engage in the totality of patient care. Second-year MAT students (PY2) will follow a reverse schedule; the first 7 weeks of the Fall and Spring semesters students will engage in full-time, immersive clinical experiences, and the second 7 weeks will engage in classroom and lab learning opportunities.

### **Domains of Athletic Training Practice**

Through BOC Practice Analysis, five *Domains of Practice* for Certified Athletic Trainers have been identified and are listed below. Further, for each domain, specific *tasks* have been identified. These tasks form the objectives for the required courses in the MAT curriculum and are the subjects upon which the BOC exam is based. The Domains of Practice are the foundation upon which the Manchester University MAT is based.

- Risk Reduction, Wellness, and Health Literacy
- Assessment, Evaluation, and Diagnosis
- Critical Incident management
- Therapeutic Intervention
- Healthcare Administration and Professional Responsibility

Source: *BOC Practice Analysis, 8<sup>th</sup> edition (PA8)*: [BOC - Board of Certification \(bocatc.org\)](http://bocatc.org)

Copies of the *CAATE 2020 Standards* and *BOC Practice Analysis, 8<sup>th</sup> edition (PA8)* are located in the office of the Program Director.

### **Clinical Education**

Clinical education serves as a vital component of athletic training education and includes three types of learning opportunities to prepare students for independent clinical practice: athletic training clinical experiences, simulation, and supplemental clinical experiences. These opportunities provide students with opportunities to integrate the knowledge and skills learned in the classroom while providing care to clients/patients while supervised by a preceptor. MAT students are assigned to preceptors by the Director of Clinical Education in consultation with the Program Director and athletic training faculty. Students are assigned clinical education opportunities to expose them to varied client/patient populations.

Furthermore, clinical education opportunities are designed to provide a logical progression of increasingly complex and autonomous patient-care experiences. During these experiences, students work alongside their preceptor to provide care to a live client/patient population where athletic trainers commonly practice. Simulation and supplemental clinical experiences may be used to ensure diverse clinical practice opportunities when needed. At a minimum, students must complete five (5) semesters of clinical education during the

program. Additional clinical experiences may be completed with prior approval from the Director of Clinical Education. Students should prepare to fulfill additional requirements specific to the clinical site (e.g., criminal background check, drug screen, immunizations, orientation) and plan for transportation to the site. Site-specific requirements will be discussed with students once clinical placements are finalized. When completed, MAT students will have clinical experience with a variety of practice settings and patient populations. Students will register for corresponding clinical practice courses to fulfill these requirements. The specific requirements, grading scale, attendance policy, objectives, etc. for each of these clinical practice courses are found in the syllabus for each course.

Students should refer to the Clinical Education Handbook for a complete set of policies and procedures related to clinical education.

### **Cumulative Mock BOC Exam**

During the final exam of the first fall, summer, and second fall sessions, students must take a written cumulative mock BOC exam. This cumulative exam will take place on Canvas. Content will comprise the domains of practice students have learned in the program. Students must receive a score of 70% or higher on the exam to be considered passing. If a passing score is not obtained on the three attempts, students will be required to complete individualized remediation plans. Failure to complete these individual remediation plans will be managed on a case-by-case basis and may result in disciplinary action up to removal from the program.

## **SECTION VI: STUDENT SERVICES**

### **Academic Advising**

Academic advising for MAT students is the responsibility of the Program Director. Students should consult with the Program Director/academic advisor regarding questions about course selection, graduation requirements and related matters. For each registration period, the student's advisor must authorize enrollment before the registration is complete. These procedures provide each student with an academic advisor who can help ensure all requirements are completed in sequence and on schedule. Each student, however, has the ultimate responsibility for monitoring their own graduation requirements.

### **Counseling Services**

Students may face many personal challenges during their college years. The University recognizes this and provides free, confidential counseling services. Counselors are available to students for individual, couples or group counseling while students are enrolled in coursework. Appointments can be scheduled by emailing [FWcounselingservices@manchester.edu](mailto:FWcounselingservices@manchester.edu) or calling 260-982-5888 Monday through Friday, 8 a.m.-5 p.m. A counselor is available for in-person appointments at the Fort Wayne location at select times during



the week. Additional counselors are available remotely from the North Manchester location through Microsoft Teams.

Typical concerns presented by students who seek counseling can include: anxiety, coping with stress, depression, suicidal thoughts, self-esteem, relationship difficulties, body image or eating disorders, gender or sexual identity, alcohol or drug related concerns, and difficulties with concentration or motivation. The counselor will provide short-term counseling (typically up to 8 sessions per semester maximum) or refer the student to an appropriate resource in the area as needed.

Counseling Services staff also work closely with other services available through the University; with a student's written permission, counseling staff can coordinate with medical, academic resources, disability services, housing, or other requested areas of service/support to ensure a student's needs are met. In addition, Counseling Services provides consultation when members of the University community have concerns about the mental health and well-being of one of our students. Consultations may be provided to students, staff, and faculty to discuss questions or concerns about students' well-being.

Counselors are aware of area resources and will refer students to qualified off-campus services when needed and/or requested by students. Students must provide their own transportation to off-campus counseling facilities.

Area mental health facilities include Bowen Health [(800) 342-5653], Parkview Behavioral Health [(800) 284-8439], and Maple Heights Behavioral Health [(317) 762-8212] and are available after hours, weekends and holidays for crisis mental health consultation and inpatient treatment. Students can also utilize the Suicide and Crisis Lifeline by calling 988.

In the event of a mental health emergency, contact 911. Students may also proceed to the nearest Emergency Department.

### **Safety Emergency Guidelines**

The [Emergency Guidelines](#) is available online: (Student Life->Safety->University Safety ->Emergency Guidelines) and details of the policies and procedures for all program personnel (students, staff, and faculty).

### **Health and Immunization Record Recommendations**

All athletic training students must have completed a University Health Information form including personal history, physical exam, and immunization record. This form is provided electronically to all incoming students prior to enrollment and is at the student's expense. The completed Health Information form, with physical and immunization record (with all supporting documentation) must be on file prior to the start of classes.

Students in the program need to provide their immunizations records to participate in clinical education. Immunizations are highly recommended, and some clinical sites have vaccination requirements that could hinder your ability to be placed at those sites. Details about these requirements can be found in the Clinical Education Handbook.

## **Student Financial Services and Financial Aid**

All athletic training students are strongly encouraged to complete and file the Free Application for Federal Student Aid (FAFSA) for consideration for financial aid eligibility. Questions about financial aid should be addressed to the Student Financial Services office.

## **Registrar and Enrollment Services**

Entering MAT students will automatically be enrolled in the first semester's courses prior to the semester. Continuing MAT students will be given specific enrollment/registration instructions and materials before each registration period.

## **Family Educational Rights and Privacy Act of 1974**

The Family Educational Rights and Privacy Act of 1974, as amended (FERPA), is a federal law designed to protect the privacy of a student's education records. The law applies to all educational institutions that receive any federal financial support. Manchester University complies with the conditions and procedures of FERPA.

FERPA gives certain rights to students concerning their education records. These rights transfer to the individual and they become "eligible students" when that person reaches the age of 18 or is attending any school beyond the high school level. At Manchester University, all enrolled students are considered "eligible," and these rights are guaranteed under FERPA. Relevant portions of FERPA which have greatest application to MU students are listed below:

1. Students have the right to inspect and review their personal education records maintained by the University. The University is not required to provide copies of record materials unless, for reasons such as great distance, it is impossible for students to inspect the records personally. The University will assess a copying and postage charge for this service.
2. Students have the right to request a hearing to review University records believed to be inaccurate or misleading. If, after the hearing, the University refuses to affect the correction, the student has the right to place a statement in the records commenting on the contested information.
3. Generally, the University must have written permission from the student before releasing any information from a student's record. However, the law allows the University to disclose records, without consent, to the following parties:
  - University employees who have a need-to-know;
  - Parents, when a student over 18 is still dependent for purposes of financial aid determination;
  - Certain government officials in order to carry out lawful functions;
  - Appropriate parties in connection with financial aid to a student;

- Organizations doing certain studies for the school;
  - Accrediting organizations;
  - Individuals who have obtained court orders or subpoenas;
  - Persons who need to know in cases of health and safety emergencies;
  - State and local authorities to whom disclosure is required by state laws adopted before Nov. 19, 1974.
4. Colleges may also disclose, without consent, “directory” information. In compliance with FERPA, Manchester University defines directory information to include the student’s name, mailing address (home and campus), e-mail address, telephone number (home, cell, and campus), major field of study, classification and enrollment status, dates of attendance and graduation, honors and awards, and date and place of birth. However, the student has the right to request in writing prior to the beginning of the semester that such information not be disclosed.
  5. Students do not have access to records where a conflict exists regarding the privacy rights of others. Examples of such records include financial information of parents submitted in support of financial aid application, confidential letters and statements of recommendation placed in their records in cases where the student has signed a waiver of his/her right of access. Waivers normally are related to confidential recommendations concerning admission to college, job placement, etc.
  6. If you have questions about FERPA, please contact the Office of the Registrar or email [registrar@manchester.edu](mailto:registrar@manchester.edu)

### **Privacy and Student Records**

The MAT program fully complies with the Buckley Amendment, formally known as the Family Educational Rights and Privacy Act of 1974 (FERPA), which establishes that a post-secondary student has the right to inspect and review his or her academic records, and prohibits outside parties from obtaining the information contained in these records without the student’s written consent. However, a student may waive the right to review certain confidential information contained in his or her file.

The University collects, records, and uses information about students to carry out its educational mission. The University recognizes its responsibility for protecting the privacy rights of students regarding their academic and personal records. Students are provided access to information contained in their own official education records, a procedure for correction or deletion of inaccuracies found in their records, and a degree of control over the release of information from their records. The Office of the Registrar is responsible for maintaining and updating student files. Faculty and administration have access to student files for legitimate educational purposes only.

Records of students and graduates are maintained in accordance with all applicable federal and state laws. The University maintains an academic record for each student, including

information related to academic and clinical performance in all phases of the student's coursework. Course grades are documented in the student's file and maintained by the Office of the Registrar.

### **Information Technology Services (ITS) Help Desk Room 121**

**260-470-2727** <http://its.manchester.edu>

The ITS Help Desk supports all computer and network technologies for the program. Any technology issues must be reported to Help Desk as soon as possible in order to resolve any problems.

### **Academic Support Services:**

#### **Americans with Disabilities Act (ADA) and Students with Disabilities**

Manchester University is committed to carrying out the provisions of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, which provide for accessibility of University programs to the physically disabled. For graduate and professional students with disabilities, the responsibility for self-disclosure is on the student. In other words, you must let the University know about a disability to receive reasonable accommodations or support services. Such disabilities include, but are not limited to, physical disabilities, visual or hearing impairments, learning disabilities, Asperger's, and Attention Deficit Disorder (ADD).

Students requesting accommodations or other support services are required to submit documentation to verify eligibility for protection under the American with Disabilities Act and Section 504 of the Rehabilitation Act. The provision of reasonable accommodations and services is based upon assessment of the current impact of the student's disability on a major life activity, such as learning. Documentation of your disability must reflect the findings of a comprehensive assessment completed within the past three years. Documentation of this assessment must be from a person licensed to make such a diagnosis; an IEP from high school is not sufficient.

All accommodation requests and documentation must be sent to the MAT Program Director. All requests will be evaluated by the Director of Academic Support and Disability Services in the Student Success Center on the North Manchester campus.

### **Library Resources**

Medline, MedlinePlus, PubMed and PubMed Central are actually free databases provided by the government. Due to cuts in federal funding to libraries nationwide, the Indiana State Library is no longer able to provide Medline with Full Text. Since the indexing sites are free, we still have access to the same citations and abstracts but will probably have to rely on interlibrary loan more than before. I'm not sure how the databases were counted. Currently, the [guide](#) Angie put together for athletic

training lists 13, but that includes our general database, Academic Search Complete, APA PsycArticles, and Google Scholar. Note that nursing switched from CINAHL Complete to CINAHL, which has over 3,800 journals indexed.

**I'm also not able to replicate the numbers for electronic resources available in the catalog. When I do a keyword search for "athletic training" and allow it to expand the search with related terms, I get 903 eBooks and 15 eJournals/eMagazines. If I change the keyword search to "health sciences," I get 5.7K eBooks and 221 eJournals/eMagazines**

# APPENDICES

## **APPENDIX 1: National Athletic Trainers' Association Code of Ethics**



## **CODE OF ETHICS**

*Including Shared Professional Values*

*Revised May 2022*

National Athletic Trainers' Association  
1620 Valwood Parkway, Suite 115  
Carrollton, TX 75006  
214-637-6282



## Preamble

The National Athletic Trainers' Association Code of Ethics states the principles of ethical behavior that should be followed in the practice of athletic training. It is intended to establish and maintain high standards and professionalism for the athletic training profession. The principles do not cover every situation encountered by the practicing athletic trainer, but are representative of the spirit with which athletic trainers should make decisions. The principles are written generally; the circumstances of a situation will determine the interpretation and application of a given principle and of the Code as a whole. When a conflict exists between the Code and the law, the law prevails.

The National Athletic Trainers' Association respects and values diversity amongst its members and patients served. Our members work respectfully and effectively with diverse patient populations in varied healthcare environments. The NATA prohibits discrimination based on race, ethnicity, color, national origin, citizenship status, religion (creed), sex, gender identity (including gender expression), sexual orientation, disability, age, marital status, military status, family/parental status, income and socioeconomic status, political beliefs, or reprisal or retaliation for prior civil rights activity, or other unlawful basis, in any program or activity conducted or funded by the NATA (NATA, 2020).

Important Professional Values (PV) shared by the NATA membership include: 1) Caring & Compassion, 2) Integrity, 3) Respect, 4) Competence, and 5) Accountability. These shared PV underpin the NATA Code of Ethics, motivate honorable interpersonal behaviors, and conduct in member's interactions with all persons.

The Appendix to the Code of Ethics reveals a definition and sample behaviors for each shared PV.

### **PRINCIPLE 1. IN THE ROLE OF AN ATHLETIC TRAINER, MEMBERS SHALL PRACTICE WITH COMPASSION, RESPECTING THE RIGHTS, WELL-BEING, AND DIGNITY OF OTHERS**

*(PRINCIPLE 1 is associated with the PV of Respect, Caring & Compassion, and Competence.)*

- 1.1 Members shall act in a respectful and appropriate manner to all persons regardless of race, religion, age, sex, ethnic or national origin, disability, health status, socioeconomic status, sexual orientation, or gender identity and expression.
- 1.2 Member's duty to the patient is the first concern, and therefore members are obligated to place the well-being and long-term well-being of their patient above other stakeholders to provide competent care in all decisions, and advocate for the best medical interest and safety of their patient as delineated by professional statements and best practices.
- 1.3 Members shall preserve the confidentiality of privileged information and shall not release or otherwise publish in any form, including social media, such information to a third party not involved in the patient's care without a release unless required by law.

### **PRINCIPLE 2. MEMBERS SHALL COMPLY WITH THE LAWS AND REGULATIONS GOVERNING THE PRACTICE OF ATHLETIC TRAINING, NATIONAL ATHLETIC TRAINERS' ASSOCIATION (NATA) MEMBERSHIP STANDARDS, AND THE NATA CODE OF ETHICS**

*(PRINCIPLE 2 is associated with the PV of Accountability.)*

- 2.1. Members shall comply with applicable local, state, federal laws, and any state athletic training practice acts.
- 2.2. Members shall understand and uphold all NATA Standards and the Code of Ethics.
- 2.3. Members shall refrain from, and report illegal or unethical practices related to athletic training.
- 2.4. Members shall cooperate in ethics investigations by the NATA, state professional licensing/regulatory boards, or other professional agencies governing the athletic training profession. Failure to fully cooperate in an ethics investigation is an ethical violation.

- 2.5. Members must not file, or encourage others to file, a frivolous ethics complaint with any organization or entity governing the athletic training profession such that the complaint is unfounded or willfully ignore facts that would disprove the allegation(s) in the complaint.
- 2.6. Members shall refrain from substance and alcohol abuse. For any member involved in an ethics proceeding with NATA and who, as part of that proceeding is seeking rehabilitation for substance or alcohol dependency, documentation of the completion of rehabilitation must be provided to the NATA Committee on Professional Ethics as a requisite to complete a NATA membership reinstatement or suspension process.

**PRINCIPLE 3. MEMBERS SHALL MAINTAIN AND PROMOTE HIGH STANDARDS IN THEIR PROVISION OF SERVICES**

*(PRINCIPLE 3 is associated with the PV of Caring & Compassion, Accountability.)*

- 3.1. Members shall not misrepresent, either directly or indirectly, their skills, training, professional credentials, identity, or services.
- 3.2. Members shall provide only those services for which they are qualified through education or experience and which are allowed by the applicable state athletic training practice acts and other applicable regulations for athletic trainers.
- 3.3. Members shall provide services, make referrals, and seek compensation only for those services that are necessary and are in the best interest of the patient as delineated by professional statements and best practices.
- 3.4. Members shall recognize the need for continuing education and participate in educational activities that enhance their skills and knowledge and shall complete such educational requirements necessary to continue to qualify as athletic trainers under the applicable state athletic training practice acts.
- 3.5. Members shall educate those whom they supervise in the practice of athletic training about the Code of Ethics and stress the importance of adherence.
- 3.6. Members who are researchers or educators must maintain and promote ethical conduct in research and educational activities.

**PRINCIPLE 4. MEMBERS SHALL NOT ENGAGE IN CONDUCT THAT COULD BE CONSTRUED AS A CONFLICT OF INTEREST, REFLECTS NEGATIVELY ON THE ATHLETIC TRAINING PROFESSION, OR JEOPARDIZES A PATIENT'S HEALTH AND WELL-BEING**

*(PRINCIPLE 4 is associated with the PV of Respect.)*

- 4.1. Members should conduct themselves personally and professionally in a manner, that reflects the shared professional values, that does not compromise their professional responsibilities or the practice of athletic training.
- 4.2. All NATA members, whether current or past, shall not use the NATA logo or AT logo in the endorsement of products or services, or exploit their affiliation with the NATA in a manner that reflects badly upon the profession.
- 4.3. Members shall not place financial gain above the patient's well-being and shall not participate in any arrangement that exploits the patient.
- 4.4. Members shall not, through direct or indirect means, use information obtained in the course of the practice of athletic training to try and influence the score or outcome of an athletic event, or attempt to induce financial gain through gambling.
- 4.5. Members shall not provide or publish false or misleading information, photography, or any other communications in any media format, including on any social media platform, related to athletic training that negatively reflects the profession, other members of the NATA, NATA officers, and the NATA office.

## **Athletic Training's Shared Professional Values**

*Established from research conducted by the NATA Professional Responsibility in Athletic Training Committee in 2020, the following are the five shared professional values of athletic training.*

**Caring & Compassion** is an intense concern and desire to help improve the welfare of another.

Sample behaviors include:

- 1) Listening for understanding and a readiness to help.
- 2) Focusing on achieving the greatest well-being and the highest potential for others.
- 3) Spending the time needed to provide quality care.

**Integrity** is a commitment that is internally motivated by an unyielding desire to do what is honest and right.

Sample behaviors include:

- 1) Providing truthful, accurate and relevant information.
- 2) Abiding by the rules, regulations, laws and standards of the profession.
- 3) Using applicable professional standards and established policies and procedures when taking action or making decisions.

**Respect** is the act of imparting genuine and unconditional appreciation and value for all persons.

Sample behaviors include:

- 1) Engaging in active listening when communicating with others.
- 2) Acknowledging and expressing concern for others and their well-being.
- 3) Acting in light of the belief that the person has value.

**Competence** is the ability to perform a task effectively with desirable outcomes.

Sample behaviors include:

- 1) Thinking critically, demonstrating ethical sensitivity, committing to evidence-based practice, delivering quality skills and effective collaboration.
- 2) Making sound decisions while demonstrating integrity.
- 3) Ongoing continuous quality assessment and improvement.

**Accountability** is a willingness to be responsible for and answerable to one's own actions.

Sample behaviors include:

- 1) Acknowledging and accepting the consequences of one's own actions.
- 2) Adhering to laws, codes, practice acts and standards that govern professional practice.
- 3) Assuming responsibility for learning and change.

## **APPENDIX 2: Board of Certification Standards of Professional Practice**



# BOC Standards of Professional Practice

VERSION 3.5 - PUBLISHED DECEMBER 2023  
IMPLEMENTED JANUARY 2024





# Introduction



## BOARD OF CERTIFICATION

The BOC was incorporated in 1989 as a not-for-profit credentialing agency to provide a certification program for the entry-level athletic training profession. The BOC establishes both the standards for the practice of athletic training and the continuing education requirements for BOC Certified Athletic Trainers (ATs).

The BOC works with state regulatory agencies to provide credential information, professional conduct guidelines and regulatory standards on certification issues. The BOC also has the only entry-level accredited certification program for ATs in the United States and has an International Arrangement with Athletic Rehabilitation Therapy Ireland (ARTI), British Association of Sport Rehabilitators (BASRaT) and Canadian Athletic Therapists Association (CATA).

In 2021, the BOC Orthopedic Specialty Certification (orthopedic specialty) for ATs was launched. The Board Certified Specialist in Orthopedics (BCS-O) credential is available to ATs who have acquired specialized education and focused experience in orthopedics beyond the requirements for the ATC® credential. It is the first and only board-certified specialty for ATs who specialize in orthopedics and it is backed by the BOC's rigorous process and standards.

The BOC is the only accredited certification program for Athletic Trainers in the United States. Every five years, the BOC must undergo review and re-accreditation by the National Commission for Certifying Agencies (NCCA). The NCCA is the accreditation body of the Institute of Credentialing Excellence.

## CERTIFIED ATHLETIC TRAINERS

The BOC certifies ATs and identifies, for the public, quality health care professionals through a system of certification, adjudication, standards of practice and continuing competence programs. Athletic Trainers are health care professionals who collaborate with physicians to optimize activity and participation of patients and clients. Athletic training encompasses the prevention, diagnosis and intervention of emergency, acute and chronic medical conditions involving impairment, functional limitations and disabilities.

## BOARD CERTIFIED SPECIALIST

Specialty certification identifies ATs who have clinical practice abilities beyond the ATC® credential. These abilities will be identified via demonstration of post-professional education and training (e.g., CAATE-accredited residency and/or employment and experience) and passing of a specialty certification exam. The specialty certification demonstrates an ability to enhance quality of patient care, optimize clinical outcomes, increase cost-effectiveness, provide value-based care and improve patients' health-related quality of life within a specialized area of athletic training practice.

## BOC MISSION

Provide exceptional credentials and standards the public can trust

## BOC VISION

Lead credentialing excellence globally

## BOC VALUES

Each day we:

- exhibit **INTEGRITY** through transparency, honesty, and accountability
- uphold **FAIRNESS** through quality credentialing standards and practices
- foster a devoted **SERVICE** culture through a commitment to exceed stakeholder expectations
- promote **COLLABORATION** through strong partnerships and diverse perspectives

## Introduction

### BOC COMMITMENT

**Our Responsibility:** In line with our responsibility of public protection, the BOC is dedicated to inclusion, diversity, equity and advocacy.

**Our Goal:** Our ultimate mission is to protect the public - a serious responsibility. The population includes everyone and all its diversity. The BOC must be diligently aware, equitable and inclusive to provide protection to our constituents.

### STANDARDS OF PROFESSIONAL PRACTICE

The "BOC Standards of Professional Practice" are reviewed by the BOC Standards Committee and recommendations are provided to the BOC Board of Directors. The BOC Standards Committee is comprised of Athletic Trainer and/or public members. The BOC Board of Directors includes six Athletic Trainer Directors, one Physician Director, one Public Director and one Corporate/Educational Director.

The Practice Standards and Code of Professional Responsibility defined in this document have been constructed in alignment with the BOC's mission, vision, values and the BOC's commitment to inclusion, diversity, equity, and advocacy outlined above.

The "BOC Standards of Professional Practice" consists of two sections:

- I. Practice Standards
- II. Code of Professional Responsibility

### GLOSSARY

**Culturally Congruent Practice** is patient centered care; a dynamic interaction in which patient and family preferences are skillfully addressed by being inclusive of cultural values, beliefs, influences, worldview, and practices.

**Worldview** is a collection of attitudes, values, stories and expectations about the world around all of us, which informs our every thought and action.





# I. Practice Standards

## CERTIFIED ATHLETIC TRAINERS

### PREAMBLE

The primary purpose of the Practice Standards are to establish essential duties and obligations imposed by virtue of holding the ATC® credential. Compliance with the Practice Standards are mandatory.

The BOC does not express an opinion on the competence or warrant job performance of credential holders; however, every Athletic Trainer and applicant must agree to comply with the Practice Standards at all times.

### STANDARD 1: DIRECTION

The Athletic Trainer renders service or treatment under the direction of, or in collaboration with a physician, in accordance with their training and the state's statutes, rules and regulations.

### STANDARD 2: PREVENTION

The Athletic Trainer implements measures to prevent and/or mitigate injury, illness and long term disability.

### STANDARD 3: IMMEDIATE CARE

The Athletic Trainer provides care procedures used in acute and/or emergency situations, independent of setting.

### STANDARD 4: EXAMINATION, ASSESSMENT AND DIAGNOSIS

The Athletic Trainer utilizes patient history and appropriate physical examination procedures to determine the patient's impairments, diagnosis, level of function and disposition.

### STANDARD 5: THERAPEUTIC INTERVENTION

The Athletic Trainer determines appropriate treatment, rehabilitation and/or reconditioning strategies. Intervention program objectives include long and short-term goals and an appraisal of those which the patient can realistically be expected to achieve from the program. Appropriate patient-centered outcome assessments are utilized to document efficacy of interventions.

### STANDARD 6: PROGRAM DISCONTINUATION

The Athletic Trainer may recommend discontinuation of the intervention program at such time the patient has received optimal benefit of the program. A final assessment of the patients' status is included in the discharge note.

### STANDARD 7: ORGANIZATION AND ADMINISTRATION

The Athletic Trainer documents all procedures and services in accordance with local, state and federal laws, rules and guidelines.

### STANDARD 8: CULTURALLY CONGRUENT PRACTICE

The Athletic Trainer practices patient centered care that is aligned with the cultural values, beliefs, worldview, and practices of the patient and other stakeholders.





## I. Practice Standards

### BOARD CERTIFIED SPECIALIST

#### PREAMBLE

BOC specialty certification is a voluntary process by which an Athletic Trainer earns formal recognition of their advanced education and experience within a specialized area of clinical practice.

Compliance with the Practice Standards are mandatory for every individual who holds the ATC® credential. The BOC board-certified specialist must maintain the ATC® credential; therefore, the specialist must comply with the Practice Standards. The essential duties and obligations of the BOC board-certified specialist are also directed by the current practice analysis for the respective specialty. The BOC does not express an opinion on the competence or warrant job performance of specialty credential holders; however, every specialist and specialist applicant agrees to comply with the Practice Standards for the respective specialty.

#### BOARD CERTIFIED SPECIALIST - ORTHOPEDICS (BCS-O)

Passage of the BOC Orthopedic Specialty Exam signifies a standard level of knowledge in the following domains that signify the major responsibilities or duties that characterize orthopedic specialty practice:

##### STANDARD 1: MEDICAL KNOWLEDGE

The Orthopedic Specialist performs and synthesizes a comprehensive evaluation that includes, but is not limited to, interpreting patient history, completing a physical examination, and identifying appropriate diagnostic studies to formulate a differential diagnosis, educate the patient and formulate a plan of care to optimize patient-centered care.

##### STANDARD 2: PROCEDURAL KNOWLEDGE

The Orthopedic Specialist implements a plan of care and provides procedural and/or operative care (pre-, intra-, and/or post-) to ensure optimal patient outcomes.

##### STANDARD 3: PROFESSIONAL PRACTICE

The Orthopedic Specialist collaborates with an interdisciplinary health care team to establish processes and quality care programs that promote value-based care, population health strategies and cost containment to improve patient outcomes.



## II. Code of Professional Responsibility

### PREAMBLE

The Code of Professional Responsibility (Code) mandates that BOC credential holders and applicants act in a professionally responsible manner in all athletic training services and activities. The BOC requires all Athletic Trainers, specialists and applicants to comply with the Code. The BOC may discipline, revoke or take other action with regard to the application or certification of an individual that does not adhere to the Code. The "Professional Practice and Discipline Guidelines and Procedures" may be accessed via the [BOC website](#).

### CODE 1: PATIENT CARE RESPONSIBILITIES

The Athletic Trainer, specialist or applicant:

- 1.1 Renders quality patient care regardless of the patient's age, gender, sex, race, religion, disability, sexual orientation, gender identity, or any other characteristic including those protected by law.
- 1.2 Protects the patient from undue harm and acts always in the patient's best interest and is an advocate for the patient's welfare, including taking appropriate action to protect patients from health care providers or athletic training students who are, impaired or engaged in illegal or unethical practice.
- 1.3 Demonstrates sound clinical judgment that is based upon current knowledge, evidence-based guidelines and the thoughtful and safe application of resources, treatments and therapies.
- 1.4 Communicates effectively and truthfully with patients and other persons involved in the patient's program, while maintaining privacy and confidentiality of patient information in accordance with applicable law.
  - 1.4.1 Demonstrates respect for cultural diversity and understanding of the impact of cultural and religious values.
- 1.5 Develops and maintains a relationship of trust and confidence with the patient and/or the parent/guardian of a minor patient and does not exploit the relationship for personal or financial gain.
- 1.6 Does not engage in intimate or sexual activity with a patient and/or the parent/guardian of a minor patient.
- 1.7 Informs the patient and/or the parent/guardian of a minor patient of any risks involved in the treatment plan.
  - 1.7.1 Does not make unsupported claims about the safety or efficacy of treatment.

- 1.8 Does not practice athletic training, or otherwise render patient care, while under the influence of alcohol, drugs, or any other substance that may or is likely to impair the Athletic Trainer's ability to render quality, skilled care to the patient.

### CODE 2: COMPETENCY

The Athletic Trainer, specialist or applicant:

- 2.1 Engages in lifelong and professional learning activities to promote continued competence and culturally congruent practice.
- 2.2 Complies with the most current BOC recertification policies and requirements.

### CODE 3: PROFESSIONAL RESPONSIBILITY

The Athletic Trainer, specialist or applicant:

- 3.1 Practices in accordance with the most current BOC Practice Standards.
- 3.2 Practices in accordance with applicable local, state and/or federal rules, requirements, regulations and/or laws related to the practice of athletic training including, without limitation, applicable state licensing and ethical requirements.
- 3.3 Practices in collaboration and cooperation with others involved in a patient's care when warranted; respecting the expertise and medico-legal responsibility of all parties.
- 3.4 Provides athletic training services only when there is a reasonable expectation that an individual will benefit from such services.
- 3.5 Does not misrepresent in any manner, either directly or indirectly, their skills, training, professional credentials, identity or services or the skills, training, credentials, identity or services of athletic training.
  - 3.5.1 Provides only those services for which they are prepared and permitted to perform by applicable local, state and/or federal rules, requirements, regulations and/or laws related to the practice of athletic training.
- 3.6 Does not guarantee the results of any athletic training service.
- 3.7 Complies with all BOC exam eligibility requirements.
- 3.8 Ensures that any information provided to the BOC in connection with exam eligibility, certification, recertification or reinstatement including but not limited to, exam applications, reinstatement applications or continuing education forms, is accurate and truthful.

### **APPENDIX 3: Master of Athletic Training Degree Course Requirements 2025-2026**

Courses for Students Graduating in 2026 & Beyond



## **Courses for Students Graduating in 2026 & Beyond**

### **Year 1**

ATTR 502	Clinical Practice I	5.0
ATTR 521	Immediate and Emergency Care	2.0
ATTR 531	Injury Classification & Management	2.0
ATTR 512	Clinical Skills I	2.0
ATTR 563	Pharmacy Principles for Athletic Trainers	2.0
ATTR 506	Clinical Practice II	5.0
ATTR 526	Musculoskeletal Assessment I	3.0
ATTR 536	Musculoskeletal Assessment II	3.0
ATTR 522	Clinical Skills II	2.0
ATTR 592	Athletic Training (Elective)*	1.0-3.0
<b>TOTAL CREDIT HOURS:</b>		<b>26.0-29.0</b>

### **Year 2**

ATTR 603	Summer Clinical Practice (Required for '24)	4.0
ATTR 633	Medical Aspects	3.0
ATTR 643	Healthcare Administration	2.0
ATTR 616	Clinical Practice III	6.0
ATTR 612	Clinical Skills III	2.0
ATTR 622	Therapeutic Interventions I	3.0
ATTR 632	Therapeutic Interventions II	3.0
ATTR 655	Preparation for Professional Practice	1.0
ATTR 652	Clinical Practice IV	6.0
ATTR 662	Clinical Skills IV	2.0
ATTR 672	Athletic Training Seminar	2.0
ATTR 682	Behavioral Medicine	2.0
ATTR 592	Athletic Training (Elective)*	1.0-3.0
<b>TOTAL CREDIT HOURS:</b>		<b>36.0-39.0</b>

**\*ATTR 592 can be taken during any semester up to a total of 3 credit hours.**

## Master of Athletic Training 2-Year Plan of Study

Master of Athletic Training Curriculum, Implemented Fall 2025 – Current

Course Number	Course Name	Credit Hours
<b>Semester 1: Fall</b>		
ATTR 502	Clinical Practice I	5
ATTR 521	Immediate and Emergency Care	2
ATTR 531	Injury Classification & Management	2
ATTR 512	Clinical Skills I	2
<b>Semester 2: January</b>		
ATTR 563	Pharmacy Principles for Athletic Trainers	2
<b>Semester 3: Spring</b>		
ATTR 506	Clinical Practice II	5
ATTR 526	Musculoskeletal Assessment I	3
ATTR 536	Musculoskeletal Assessment II	3
ATTR 522	Clinical Skills II	2
<b>Semester 4: Summer</b>		
ATTR 622	Therapeutic Interventions I	3
ATTR 632	Therapeutic Interventions II	3
ATTR 603	Summer Clinical Practice	4
<b>Semester 5: Fall</b>		
ATTR 616	Clinical Practice III	6
ATTR 643	Healthcare Administration	2
ATTR 633	Medical Aspects	3
ATTR 612	Clinical Skills III	2
<b>Semester 6: January</b>		
ATTR 655	Preparation for Professional Practice	1
<b>Semester 7: Spring</b>		
ATTR 652	Clinical Practice IV	6
ATTR 662	Clinical Skills IV	2
ATTR 672	Athletic Training Seminar	2
ATTR 682	Behavioral Medicine	2

**Program Total: 62**

\*ATTR 592 can be taken during any semester up to a total of 3 credit hours.

## **APPENDIX 4: Essential Functions for the Master of Athletic Training Program**

**Manchester University**  
**Master of Athletic Training Program**

**Essential Functions for Admission**

As stated in the *MAT Student Handbook*, the MAT program (“the program”) places **specific requirements and demands** on admitted students.

An objective of the program is to prepare graduates to enter a variety of health care employment settings and to render appropriate care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program’s accrediting agency, the Commission on Accreditation of Athletic Training Education (CAATE). In the event a student is unable to fulfill these technical standards, even with reasonable accommodations, the student will not be allowed to continue in the program. Compliance with the program’s technical standards does not guarantee a student’s eligibility for the Board of Certification (BOC) examination.

The following abilities and expectations must be met by all students admitted to the major:

Candidates for admission to the MAT Program at Manchester University must demonstrate:

1. The mental capacity to assimilate, analyze, synthesize, and integrate concepts and to problem solve rapidly in order to formulate clinical judgments, and to be able to distinguish deviations from normal;
2. Sufficient postural and neuromuscular control, sensory function, muscular strength, and coordination to perform appropriate physical examinations using accepted techniques; to accurately, safely, and efficiently use equipment and materials during the assessment and treatment of patients and the prevention of injury and illness in the physically active population;
3. The ability to communicate effectively and sensitively with patients and colleagues, including individuals from diverse cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice;
4. The ability to record the physical examination results and a treatment plan clearly and accurately;
5. The capacity to maintain composure and continue to function well during periods of high stress;
6. The perseverance, diligence, and commitment to complete the required curriculum as outlined and sequenced;
7. The ability to adjust to rapidly changing situations and uncertainty in clinical situations;
8. Affective skills (values) and appropriate demeanor and rapport that relate to professional education and quality patient care.

Candidates for admission to the MAT Program at Manchester University are required to verify they understand and meet these technical standards, or they believe that, with certain accommodations, they can meet the standards.

The Director of Academic Support and Disability Support Services will evaluate a student who states he/she could meet the Program’s technical standards with accommodation and confirm that the stated condition qualifies as a disability under applicable laws. If a student states he/she can meet the technical standards with accommodations, the University will determine whether it agrees that the student can meet the technical standards with reasonable accommodations; this includes a review of whether the requested accommodations are reasonable, taking into account whether accommodations would jeopardize clinician/patient safety, or the educational process of the student or the institution, including all coursework, clinical experience, and field experience deemed essential for graduation.

## **APPENDIX 5: Communicable and Infectious Disease Policy for Athletic Training Students**



**Manchester University**  
**Master of Athletic Training Program**

**Student Illness Policy on Communicable and Infectious Diseases**

Communicable diseases result from micro-organisms that can be transmitted from person-to-person, via animals, food and drink, surfaces, and/or air. Vehicles used to transmit disease can include body fluids, contact with infected surfaces, and/or inhaling air from an infected individual. According to the World Health Organization, infectious diseases are caused by pathogenic microorganisms, such as bacteria, viruses, parasites, or fungi; the diseases can be spread, directly or indirectly, from one person to another.<sup>1</sup> Common communicable and infectious diseases include, but are not limited to:

Coronavirus	Ebola	Enterovirus D68	Influenza
Hantavirus	HIV/AIDS	Measles	MRSA
Pertussis	Rhinopharyngitis	Sexually Transmitted Diseases	Shigellosis
Tuberculosis	West Nile Virus		

While you are a MAT student at Manchester University, there is a possibility while enrolled in the program you may become ill with a communicable disease. This communicable and infectious disease policy has been developed to identify those instances and to outline appropriate action when they occur. This policy will help ensure the safety of patients, students, preceptors, instructors, and program administrators.

If a MAT student feels they have contracted a communicable disease, they should take the following steps to provide assistance with the proper course of action:

1. The MAT student should immediately notify his or her instructor, preceptor, Director of Clinical Education, and/or Program Director prior to being absent from class or clinical education opportunities.
2. The MAT student should contact Manchester University's Health Center or their personal medical professional (e.g., physician) for evaluation if uncertain of the severity of the condition.
3. If the MAT student is diagnosed with a communicable or infectious disease, the student should NOT attend educational opportunities (i.e., clinical experiences, class meetings) until either all signs and symptoms resolve, or the treating medical professional provides them with full clearance to return to these activities.
  - a. If the MAT student is running a fever (temperature  $\geq 100.4^{\circ}\text{F}$ ), they are NOT permitted to attend class, clinical education, or any program sponsored in-person functions (e.g., guest lectures) until their fever has been resolved without antipyretic medication for a minimum of 24-hours.
4. If the MAT student seeks care from a medical professional for a communicable or infectious disease, they must provide written documentation from that medical professional to the program (i.e., Program Director or Director of Clinical Education).
5. It is the MAT student's responsibility to effectively communicate with their course instructor, preceptor, Director of Clinical Education, and Program Director regarding an expected return date as well as obtaining pertinent information regarding missed coursework. Missed course work will be permitted with appropriate communication with the MAT student's course instructor and/or proper documentation from their medical professional regarding the fever or illness.

**Risk Mitigation:**

To reduce the risk of infection or exposure, all students must attend required OSHA and blood-borne pathogen annual training to learn, practice, and be evaluated as successfully performing all skills and

tasks that will assist them in limiting their exposure in health care settings. To limit exposure, students are required to use proper washing techniques and practice good hygiene before and after patient encounters. Students are always required to use universal precautions when functioning as an athletic training student and/or when working with potential sources of infectious disease. Moreover, students should keep all therapeutic equipment surfaces (i.e., treatment tables, whirlpools, and modalities) properly sanitized and/or disinfected before and after care is provided.

In the event that a preceptor feels that an athletic training student assigned to their site is missing an inordinate amount of time due to adherence to the communicable and infectious disease policy, they should contact the Manchester University MAT Clinical Education Coordinator.

#### References:

1. World Health Organization. Infectious Diseases.  
[https://www.who.int/topics/infectious\\_diseases/en/](https://www.who.int/topics/infectious_diseases/en/). Accessed August 3, 2020.

## **APPENDIX 6: Accident Reporting Policy**

**Manchester University**  
**Master of Athletic Training Program**

**Accident Reporting Policy**

**Accident Reporting**

1. If a student experiences an accident or injury while on rotation (e.g., needle stick or biohazard exposure or an injury), the following steps must be taken:
2. Contact the preceptor immediately and determine what procedures or treatment exist at that site to provide the necessary medical attention.
3. The student should follow the site protocol to address the issue.
4. The student will be responsible for any costs associated with treatment.
5. The student should contact their primary care provider for necessary follow-up care. If the student does not have an established provider in the area, they should check with their insurance and utilize approved urgent care or emergency department facilities until they are able to have an appointment with a primary care provider.
6. The student will inform the DCE within 24 hours about all accident situations via phone (260-982-5124) and complete the incident report documentation in CORE ELMS. Failure to inform the DCE within this time frame may result in disciplinary action.

Once notified, the DCE should:

7. Speak to the student and obtain the necessary information regarding the accident:
  - Name of student
  - Clinical site
  - Date, time, and place of accident
  - Nature of accident
  - Who was contacted at the site
  - What action or care was given
  - Current status of the situation
8. Speak with the preceptor and obtain the necessary information regarding the accident:
  - a. Clinical site
  - b. Date, time, and place of accident
  - c. Nature of accident
  - d. Who was contacted at the site
  - e. What action or care was given
  - f. Current status of the situation
9. Complete the Incident Report Form documentation in CORE ELMS
10. Follow-up with the student on an interval supported by the nature of the injury.  
Dependent on the injury and after conversation with the site preceptor, the student may need to provide medical clearance from a provider to return to clinical rotations.
11. Update the incident report form as needed.
12. Keep a file of all records and communications related to the accident.

## **APPENDIX 7: Student Confidentiality Agreement**

**Manchester University**  
**Master of Athletic Training Program**

**Student Confidentiality Agreement**

All athletic training students (or others who will be exposed to "PHI") must agree to abide by the following Confidentiality Agreement before any confidential information may be disclosed to them:

I acknowledge that in the course of my service as an athletic training student at Manchester University, I will be exposed to personal, medical, and/or other confidential information (Hereinafter "Protected Health Information" or "PHI").

In consideration of the PHI disclosed to me, I acknowledge and agree:

- That PHI is recorded and obtained for the purpose of medical treatment of the patient and is strictly confidential.
- To use PHI only in performance of my official responsibilities
- That I will not release PHI to any unauthorized person(s)
- I will not tamper with, alter, or destroy PHI from any medical record within the retention period.
- I will not share PHI on social media or other online formats.

I understand that violation of this policy may end my assignment as an athletic training student.

## **APPENDIX 8: Continuing Education Requirements for Certified Athletic Trainers**

**Manchester University  
Master of Athletic Training Program**

**Continuing Education Requirements for BOC Certified Athletic Trainers**

**Indiana State Licensing Requirements for Athletic Trainers**

**Board of Certification (BOC) Continuing Education Requirements**

Upon attaining BOC certification, individuals must complete 50 hours of approved continuing education in each two-year period in order to maintain BOC certification. Fulfilling this requirement can be achieved by such activities as attending meetings and conferences, completing home-study courses, authoring articles, etc. Certified Athletic Trainers maintain a record of continuing education hours online.

**Athletic Trainer Licensing in Indiana**

In order to call oneself an “athletic trainer” in Indiana, and in order to practice “athletic training,” an individual MUST be licensed by the state. If BOC certification has been achieved, one does NOT have to take a test for Indiana licensing as an athletic trainer. To maintain a state license, an athletic trainer must complete 50 hours of continuing education in each two-year period (the same continuing education hours can count for both the BOC and Indiana requirements).

Application materials, rules and regulations governing the practice of Athletic Training in Indiana can be found at the Indiana Professional Licensing Agency website.

<http://www.in.gov/pla/athletic.htm>

Graduating students intending on practicing in Indiana should review this website early in the final Spring Semester.



**APPENDIX 9: Health Insurance Portability and Accountability (HIPAA) and Family Education  
Rights and Privacy Act (FERPA) Education**

## **Health Insurance Portability and Accountability (HIPAA) and Family Education Rights and Privacy Act (FERPA) Education**

### **FERPA Education: Postsecondary Institutions**

Recently many questions have arisen concerning the Family Educational Rights and Privacy Act (FERPA), the federal law that protects the privacy of students' education records. The Department wishes to clarify what FERPA says about postsecondary institutions sharing information with parents.

What are parents' and students' rights under FERPA? At the K-12 school level, FERPA provides parents with the right to inspect and review their children's education records, the right to seek to amend information in the records they believe to be inaccurate, misleading, or an invasion of privacy, and the right to consent to the disclosure of personally identifiable information from their children's education records. When a student turns 18 years old or enters a postsecondary institution at any age, these rights under FERPA transfer from the student's parents to the student. Under FERPA, a student to whom the rights have transferred is known as an "eligible student." Although the law does say that the parents' rights afforded by FERPA transfer to the "eligible student," FERPA clearly provides ways in which an institution can share education records on the student with his or her parents.

While concerns have been expressed about the limitations on the release of information, there are exceptions to FERPA's general rule that educational agencies and institutions subject to FERPA may not have a policy or practice of disclosing "education records" without the written consent of the parent (at the K-12 level) or the "eligible student."

When may a school disclose information to parents of dependent students? Under FERPA, schools may release any and all information to parents, without the consent of the eligible student, if the student is a dependent for tax purposes under the IRS rules.

Can a school disclose information to parents in a health or safety emergency? The Department interprets FERPA to permit schools to disclose information from education records to parents if a health or safety emergency involves their son or daughter.

Can parents be informed about students' violation of alcohol and controlled substance rules? Another provision in FERPA permits a college or university to let parents of students under the age of 21 know when the student has violated any law or policy concerning the use or possession of alcohol or a controlled substance.

Can a school disclose law enforcement unit records to parents and the public? Additionally, under FERPA, schools may disclose information from law enforcement unit records to anyone – including parents or federal, state, or local law enforcement authorities – without the consent of the eligible student. Many colleges and universities have their own campus security units. Records created and maintained by these units for law enforcement purposes are exempt from the privacy restrictions of FERPA and can be shared with anyone.

Can school officials share their observations of students with parents? Nothing in FERPA prohibits a school official from sharing information with parents that is based on that official's personal knowledge

or observation and that is not based on information contained in an education record. Therefore, FERPA would not prohibit a teacher or other school official from letting a parent know of their concern about their son or daughter that is based on their personal knowledge or observation.

How does HIPAA apply to students' education records? The Health Insurance Portability and Accountability Act of 1996 (HIPAA) is a law passed by Congress intended to establish transaction, security, privacy, and other standards to address concerns about the electronic exchange of health information. However, the HIPAA Privacy Rule excludes from its coverage those records that are protected by FERPA at school districts and postsecondary institutions that provide health or medical services to students. This is because Congress specifically addressed how education records should be protected under FERPA. For this reason, records that are protected by FERPA are not subject to the HIPAA Privacy Rule and may be shared with parents under the circumstances described above.

In all our programs here at the Department of Education, we consistently encourage parents' involvement in their children's education. FERPA is no exception. While the privacy rights of all parents and adult students are very important, there are clear and straightforward ways under FERPA that institutions can disclose information to parents and keep them involved in the lives of their sons and daughters at school.

## **HIPAA Education**

HIPAA Video Link:

<http://www.hhs.gov/hipaa/for-individuals/guidance-materials-for-consumers/index.html>

Most of us feel that our health information is private and should be protected. That is why there is a federal law that sets rules for health care providers and health insurance companies about who can look at and receive our health information. This law, called the Health Insurance Portability and Accountability Act of 1996 (HIPAA), gives you rights over your health information, including the right to get a copy of your information, make sure it is correct, and know who has seen it.

**Get It:** You can ask to see or get a copy of your medical record and other health information. If you want a copy, you may have to put your request in writing and pay for the cost of copying and mailing. In most cases, your copies must be given to you within 30 days.

**Check It:** You can ask to change any incorrect information in your file or add information to your file if you think something is missing or incomplete. For example, if you and your hospital agree that your file has the wrong result for a test, the hospital must change it. Even if the hospital believes the test result is correct, you still have the right to have your disagreement noted in your file. In most cases, the file should be updated within 60 days.

**Know Who Has Seen It:** By law, your health information can be used and shared for specific reasons not directly related to your care, like making sure doctors give good care, making sure nursing homes are clean and safe, reporting when the flu is in your area, or reporting as required by state or federal law. In many of these cases, you can find out who has seen your health information. You can:

Learn how your health information is used and shared by your doctor or health insurer: Generally, your health information cannot be used for purposes not directly related to your care without your permission. For example, your doctor cannot give it to your employer, or share it for things like marketing and advertising, without your written authorization. You probably received a notice telling you how your health information may be used on your first visit to a new health care provider or when you got new health insurance, but you can ask for another copy anytime.

Let your providers or health insurance companies know if there is information you do not want to share: You can ask that your health information not be shared with certain people, groups, or companies. If you go to a clinic, for example, you can ask the doctor not to share your medical records with other doctors or nurses at the clinic. You can ask for other kinds of restrictions, but they do not always have to agree to do what you ask, particularly if it could affect your care. Finally, you can also ask your health care provider or pharmacy not to tell your health insurance company about care you receive or drugs you take if you pay for the care or drugs in full and the provider or pharmacy does not need to get paid by your insurance company.

Ask to be reached somewhere other than home: You can make reasonable requests to be contacted at different places or in a different way. For example, you can ask to have a nurse call you at your office instead of your home or to send mail to you in an envelope instead of on a postcard. If you think your rights are being denied or your health information is not being protected, you have the right to file a complaint with your provider, health insurer, or the U.S. Department of Health and Human Services. To learn more, visit [www.hhs.gov/ocr/privacy](http://www.hhs.gov/ocr/privacy)

## **Health Insurance Portability and Accountability Act (HIPAA) and Family Education Rights and Privacy Act (FERPA) Education**

The Manchester University MAT program is required to distribute educational information with respect to HIPAA and FERPA. Each student enrolled in the MAT program must read the below material, watch the attached link and sign on the MAT Canvas Resource Course that this education has been offered and completed.

The below information has been taken directly off government sites for your educational needs and can be found at the below links as well for verification.

FERPA: <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

HIPAA: <https://www.hhs.gov/hipaa/index.html>

## **APPENDIX 10: Social Medial Policy**

**Manchester University**  
**Master of Athletic Training Program**

**Social Media Policy**

I, [student name], understand that any and all personal medical information MAT student name heard, read, or learned in any clinical site including but not limited to athletic training clinics, athletic facilities and health care facilities, athletic training faculty or staff members' office, athletic complex, and/or any athletic department at Manchester University or at any other clinical setting, is confidential. No information may be divulged to anyone, in any form, except the person who owns the information, the faculty, staff, or administrators who have the need to know and those individuals or agencies who fulfill the requirements under the Federal Educational Rights and Privacy Act of 1974 (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA). If I release confidential information or discuss confidential information outside of the clinic, office, or department, in any form, or violate this policy in any way, I understand I may be immediately placed on probation or discharged from the MAT Program. I have read the above statement and policy and agree to maintain the confidentiality of all information I have access to through this program and office.

Every MAT student will sign and affirm the following:

**I choose of my own free will to accept the above-disclosed risks, and in consideration of Manchester University allowing me to participate in the clinical rotations sponsored by the Athletic Training Program. I also chose to use the facilities and equipment of the University and my assigned Practice Site. I, for myself and my heirs, personal representatives, and assigns, hereby release and forever discharge Manchester University and its officers, agents, trustees, employees, and assigned preceptors of and from any and all liability, actions, causes of action, claims or demands which have or may hereafter accrue to me as a result of any injury or illness I may incur as a result of my participation in clinical rotations for the athletic training program and/or travel in connection therewith.**

This document also authorizes Manchester University to, in the event of an emergency, send the student to the hospital or the physician most readily accessible and/or to administer emergency care.

## **APPENDIX 11: Clinical Education Handbook**

**Manchester University  
Master of Athletic Training Program**

**Clinical Education Handbook**

For any policy not covered in the 2025-2026 Student Handbook, please reference the following link [MAT 2025-2026 Clinical Education](#)