



Professional Master of Science in Athletic Training

Programmatic Policy & Procedure Manual

**WILLIAM
PATERSON
UNIVERSITY**

**College of Science & Health
Kinesiology Department**

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About the Master of Science in Athletic Training

William Paterson University (WP), an accredited university by the [Middle States Commission on Higher Education \(MSCHE\)](#)^(2020CAATE-19), has a long history of providing a quality education for students interested in pursuing a career in athletic training. The MS in AT, housed in the university's College of Science and Health^(2020CAATE-21), is accredited by the Commission on Accreditation of Athletic Training Education (CAATE) through the 2026-2027 academic year. Graduates of the program are eligible to sit for the Board of Certification (BOC) Examination for Athletic Trainers. Students who successfully complete the MS in AT and pass the BOC examination are also eligible for state licensure requirements. Licensure is required in order to practice athletic training in New Jersey, as well as 48 other states (registration is required in HI; title protection in CA) in the United States. The programmatic policies and procedures detailed in the subsequent sections of this document are designed to be a guide and resource to aid students, faculty, preceptors, and other stakeholders. Students, faculty, preceptors, and stakeholders are expected to understand and uphold all programmatic policies and procedures.

Mission Statement ^(2020CAATE-1, 240)

The mission of the MS in AT at William Paterson University (WP) is to promote student success, educational excellence, and lifelong learning. The University's Athletic Training Program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE) and provides students with a comprehensive, progressive education. The faculty and staff are committed to provide quality professional education and high academic standards for a diverse student population, while facilitating the integration of didactic and clinical education experiences.

The MS in AT is a rigorous, challenging educational experience, which presents knowledge and skills necessary for the students' professional preparation. Upon completion of the MS in AT, the students will be well prepared to take the Board of Certification (BOC) examination. Ultimately, the goal of the Master of Science in Athletic Training at William Paterson University is to prepare students for a successful future in the athletic training profession.

Student Learning Objectives & Outcomes ^(2020CAATE-2, 240)

The MS in AT maintains various objectives, which promote programmatic, curricular, and student outcomes. The program aims to:

- Provide athletic training students with knowledge and skills to have a productive graduate academic career, to pass the Board of Certification exam on the first attempt, and to become competent and successful future certified athletic trainers.
- Prepare athletic training students to pursue further graduate education in athletic training, allied health, or related fields.
- Assist athletic training students with the development of lifelong learning skills.
- Develop athletic training students' written and verbal communication skills.
- Promote athletic training students' critical thinking.
- Endorse athletic training students' use of technology in the classroom and clinical experiences.
- Offer athletic training students a variety of clinical experiences whereas the students will gain a professional work ethic and sensitivity to diversity.
- Encourage athletic training students to take active roles in the community and athletic training professional organizations.
- Maintain a positive, working environment among the athletic training students, MS in AT faculty and staff, and preceptors.

The Profession of Athletic Training

According to the National Athletic Trainers' Association (NATA), athletic training encompasses the prevention, examination, diagnosis, treatment and rehabilitation of emergent, acute or chronic injuries, and medical conditions. The profession of athletic training is recognized by the American Medical Association (AMA), Health Resources Services Administration (HRSA), and the Department of Health and Human Services (HHS) as a healthcare profession. Athletic trainers (ATs) are highly qualified, multi-skilled healthcare professionals who collaborate with physicians to provide preventative services, emergency care, clinical diagnosis, therapeutic intervention, and rehabilitation of injuries and medical conditions. ATs work in collaboration with a physician to deliver patient care, regulations related to the practice of athletic training vary as prescribed by state licensure statutes. ATs coordinate patient care in a variety of settings including, high schools, college and university, amateur and professional sports, hospitals, performing arts, industrial/manufacturing, military, etc. As healthcare professionals, ATs demonstrate competency in patient-centered care, interprofessional practice, evidence-based practice, quality improvement, healthcare informatics, and professionalism as defined by the Institution of Medicine.

Additionally, the NATA [Code of Ethics](#) provides guidelines for ethical behavior. Overall, the BOC Certified Athletic Trainer must demonstrate knowledge and skill in eight content areas:

1. Evidence-Based Practice
2. Prevention and Health Promotion
3. Acute Care of Injury and Illness
4. Clinical Examination and Diagnosis
5. Therapeutic Interventions
6. Psychosocial Strategies and Referral
7. Healthcare Administration
8. Professional Development and Responsibility

Commission on Accreditation of Athletic Training Education (CAATE)

The Commission on Accreditation of Athletic Training Education (CAATE) is a 501(c)(3) non-profit organization recognized by the Council of Higher Education (CHEA). More information about CAATE's CHEA recognition can be accessed [here](#). Information about what accreditation is and who provides accreditation can be found [here](#). The CAATE 2020 Standards for Accreditation of Professional MS in ATs have been ensure quality and consistency among all professional programs. For more info: www.caate.net

CAATE Mission: Serving the public and profession by establishing and ensuring compliance with accreditation standards that facilitate quality outcomes, continuous improvement, innovation, and diversity to enhance athletic training education.

CAATE Vision: Advancing clinical practice and improving health care outcomes through promotion of excellence in athletic training education.

Board of Certification for the Athletic Trainer (BOC)

The Board of Certification, Inc. (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 also works with state regulatory agencies to provide credential information, professional conduct guidelines, and regulatory standards on certification issues. The BOC also has the only accredited certification program for ATs in the United States and has mutual recognition agreements with Canada and Ireland. The BOC periodically publishes a Practice Analysis to outline the clinical practices across the profession of athletic training, the most current edition is the [8th Edition](#). For more information, see the [BOC website](#).

BOC Mission: To provide exceptional credentialing programs for healthcare professionals to assure protection of the public.

BOC Vision: The BOC exists so that healthcare professionals worldwide have access to globally recognized standards of competence and exceptional credentialing programs that support them in the protection of the public and the provision of excellent patient care.

BOC Values: Integrity, Fairness, Service, Collaboration

BOC Examination Eligibility

Athletic training students enrolled in their final semester, prior to graduation, may apply to take the BOC Examination provided that the criteria below have been met. BOC examination candidates can find detailed information about the application process for the examination can be found online on the [BOC Website](#). Students are encouraged to become familiar with the BOC examination process prior to applying as the process can take several months from application to exam results. In order to qualify as a candidate for the BOC certification exam, an individual must meet the following requirements:

1. Successful completion of all Master of Science in Athletic Training requirements
2. Create a BOC account and pay registration/exam fee
3. The student is in good academic standing
4. Endorsement of the exam application by the recognized Program Director (PD) of the CAATE accredited education program
5. Proof of current certification in Emergency Cardiac Care (ECC); The BOC will not process an exam application until a signed copy of the front and back of the candidate's emergency cardiac care (ECC) card is received

National Athletic Trainers' Association (NATA)

The NATA is the professional membership association for certified Athletic Trainers and others who support the athletic training profession. Founded in 1950, the NATA has grown exponentially to more than 32,000 members

worldwide. The majority of certified Athletic Trainers choose to be members of NATA to support their profession and to receive a broad array of membership benefits. ATs are encouraged to maintain their membership status as the strength of any professional organization is in the numbers. View the [NATA fact sheet](#) for more information about the association. The NATA oversees the publication of two peer-reviewed journals, two professional magazines, as well as, several resources designed to advance the profession and provide a standard of care for clinical practice, these resources can be accessed through the [NATA website](#).

NATA Mission: The mission of the National Athletic Trainers' Association is to represent, engage and foster the continued growth and development of the athletic training profession and Athletic Trainers as unique health care providers.

NATA Vision: Athletic trainers will be globally recognized as vital practitioners in the delivery and advancement of health care. Through passionate provision of unique services, Athletic Trainers will be an integral part of the inter-professional health care team.

Regional Association: Eastern Athletic Trainers' Association (EATA)

The EATA consists of over 8,000 Athletic Trainers and AT Students from Maine to Delaware. The EATA provides educational sessions, scholarships and research grants to Athletic Trainers in District 1 and 2 of the National Athletic Trainers' Association. The mission of the EATA is to promote and advance the Athletic Training profession through education, scholarship, research funding, and awards. More information about the EATA can be found on their [website](#).

EATA Vision: Enhancing athletic training practice and transforming outcomes by providing high quality, collaborative, interactive programming

State Association: Athletic Trainers' Society of New Jersey (ATSNJ)

The Athletic Trainers' Society of New Jersey Inc. (ATSNJ) embodies common goals in order to advance, encourage, provide a means for achievement, and improve the athletic training profession in New Jersey. In addition, we focus on ensuring that the best possible health care is available to the physically active population. Students are also encouraged to become members of the state organization, ATSNJ. This membership fee, which is already included with your NATA annual dues, provides a newsletter with information on workshops and conferences of interest to Athletic Trainers, as well as information on relevant activities and governmental issues within New Jersey. General information and membership applications are available on their [website](#).

The NATA Research and Education Foundation

The NATA Research and Education Foundation is the philanthropic arm of the National Athletic Trainers' Association (NATA). The NATA Foundation champions research, supports education, and enhances knowledge to optimize the clinical experience and outcomes within the diverse patient populations served by the athletic training profession. For more information about the NATA Foundation resources, visit their [website](#).

The Strategic Alliance

The Strategic Alliance is a group of four leading organizations committed to the athletic training profession and to the delivery of quality health care to the public. The four member organizations are the Board of Certification, Inc. (BOC), the Commission on Accreditation of Athletic Training Education (CAATE), the National Athletic Trainers' Association (NATA), and the NATA Research & Education Foundation (NATA Foundation). Each member of the Strategic Alliance serves a distinct group of stakeholders, yet all members have a shared interest in advancing the athletic training profession. Members collaborate to research and deliberate current topics of interest to the profession; solicit feedback from the public; and communicate findings and positions to all stakeholders. The Strategic Alliance offers its joint statements in an informed manner based upon what is best for students, patients, and the profession.

Membership in Professional Organizations

Membership in professional organizations instills a sense of professionalism and provides certain rights and benefits, such as updates on current issues and access to peer reviewed research, networking opportunities, employment listings, and scholarship opportunities. The members of the **WP** MS in AT are required to become a member of the NATA prior to beginning the MS in AT. NATA annual dues grant the member access to publications, as well as, state and regional organization membership. These memberships also give the student the opportunity to participate in professional networking and development opportunities at local, district, and national symposiums. NATA student members also have access to student scholarships, the NATA career center, and savings on BOC examination fees.

Members of the Master of Science in Athletic Training Program

The success of the MS in AT requires cooperation between the faculty, preceptors, and students. This handbook and its policy and procedures have been designed to provide guidelines for students, faculty, program administrators, and preceptors to navigate academic, clinical education, and administrative decisions. It is imperative that each student, faculty member, program administrator, and preceptor demonstrate an understanding of the contents of this handbook to ensure that the entirety of the program is administered and delivered with the highest level of transparency, equity, and fairness.

Athletic Training Student

The term “Athletic Training Student” (ATS or AT Student) is used to distinguish any student who has been accepted into the MS in AT. All students in the MS in AT are expected to abide by the policies, procedures, and guidelines established by WP, the Kinesiology Department, the MS in AT, BOC, the CAATE, and the NATA. The pursuit of excellence in the classroom, as well as in clinical experiences, is expected at all times. The roles, responsibilities, and expectations placed upon the student are detailed in this handbook. Failure to uphold these standards may result in dismissal from the MS in AT.

Athletic Training Faculty (2020CAATE-37-44)

An athletic training faculty member is defined as a full-time faculty member within the Kinesiology Department whose time is dedicated to the MS in AT. Athletic Training Faculty must hold current certification through the Board of Certification (BOC) for the Athletic Trainer and be in good standing. Athletic Training Faculty members who teach patient care skills must hold a valid license to practice Athletic Training from the State of New Jersey’s Board of Medical Examiners and be in good standing, as well as a National Provider Identifier (NPI) number with appropriate healthcare field designation. It is the responsibility of the faculty member to maintain state licensure and BOC certification, including fulfilling the necessary continuing education units and maintaining a valid emergency cardiac care certification. Athletic Training Faculty members are responsible for offering contemporary classroom and laboratory instruction that demonstrates the development of knowledge, psychomotor skills, professional behaviors, and clinical reasoning that exceeds the minimum standards set forth by the 2020 CAATE Curricular Content Standards for Accreditation of Professional MS in ATs and the NATA Code of Ethics. In addition, it is the responsibility of the faculty to provide an active role in academic advising and mentorship, meeting program outcomes, scholarship, program administration, recruiting and admissions, and offering courses on a regular and planned basis.

Program Director (2020CAATE-37-38)

The MS in AT Program Director is a full-time faculty member whose primary assignment is to the athletic training program. The program director’s experience and qualifications include the following:

- An earned doctoral degree
- Contemporary expertise in the field of athletic training
- Certification and good standing with the BOC
- Current state athletic training credential and good standing with the regulatory agency in the state in which the program is housed (in states with regulation)
- National Provider Identifier (NPI) number with appropriate healthcare field designation
- Previous clinical practice as an athletic trainer
- Scholarship
- Previous full-time academic appointment with teaching responsibilities at the postsecondary level

The MS in AT Program Director specifically oversees programmatic compliance with CAATE accreditation standards, clinical education, programmatic budget, and daily programmatic operations. Additionally, the Program Director oversees program planning and operation, evaluation, maintenance of accreditation, documentation, and assessment of all components of the curriculum. The Program Director is also responsible for overseeing all WP MS in AT Policies and Procedures in accordance with this handbook.

Clinical Education Coordinator (2020CAATE-39-40)

The Clinical Education Coordinator is a core faculty member whose primary appointment is to the athletic training program and who has a responsibility to direct clinical education. The clinical education coordinator’s experience and qualifications include the following:

- Contemporary expertise in athletic training
- Certification and good standing with the BOC
- Possession of a current state athletic training credential and good standing with the state regulatory agency

- in the state in which the program is housed in states with regulation)
- National Provide Identifier (NPI) number with appropriate healthcare field designation
- Previous clinical practice in athletic training

The Clinical Education Coordinator is responsible for oversight of the clinical education portion of the program. This includes oversight of student clinical progression, assigning students athletic training clinical experiences and supplemental clinical experiences, clinical site evaluations, student evaluations, preceptor selection and evaluation, regular communication with preceptors, and professional development of preceptors.

Medical Director (2020CAATE-49)

The MS in AT Medical Director is a Medical Doctor (MD) or Doctor of Osteopathic Medicine (DO) is licensed to practice medicine and surgery in the State of New Jersey. The Medical Director is responsible for coordinating with the Program Director and MS in AT as the medical content expert for the program's curriculum.

Athletic Training Preceptor (2020CAATE-45-46)

Preceptors are health care providers whose experience and qualifications include the following:

- Licensure as a health care provider, credentialed by the state in which they practice (where regulated)
- BOC certification in good standing and state credential (in state with regulation) for preceptors who are solely credentialed as athletic trainers
- National Provide Identifier (NPI) number with appropriate healthcare field designation
- Planned and ongoing education for their role as a preceptor
- Contemporary expertise

Preceptors function to supervise, instruct and mentor AT students during clinical education experience in accordance with the program's policies and procedures. Preceptors who are athletic trainers or physicians assess students' abilities to meet the curricular content standards (Standards 56-94). A large portion of the athletic training student's education is gained through clinical experience. The preceptor is responsible for facilitating learning opportunities that encourage the student to apply knowledge and skills gained in the classroom to patient care. The preceptor offers students structured opportunities to gain exposure to a wide range of injuries, illnesses, treatments, and rehabilitation methodologies related to the practice of athletic training. The preceptor facilitates real-life learning experiences in the prevention, examination, acute management, and rehabilitation of musculoskeletal injuries and general medical conditions based on the student progression in the MS in AT. Furthermore, the preceptor promotes the strategic development of clinical reasoning and clinical decision-making skills necessary to provide contemporary patient care within the continuum of athletic training. In addition to providing ongoing daily feedback to the student, preceptors provide a formal mid-term and final evaluation of the student's clinical performance and professional behaviors. The preceptors will be evaluated by the Clinical Education Coordinator (CEC), the Program Director (PD), and the student on an annual basis. Evaluations will be used to determine appropriate clinical education experience placements for students, identify areas of strengths and weakness for the preceptors, and identify preceptor education content.

Master of Science in Athletic Training Contact Information

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Admission Requirements and Policies (2020CAATE-24C, 28)

Students may apply only once per academic year for admission to the MS in AT. Students in their final semester of the Bachelor of Science in Sports Medicine (BS in SMED), transfer students, and second-degree students can apply by April 1st for summer admission (end of May; please see [Annual Calendars](#) for exact start date in your year of acceptance^{2020CAATE-24A}). All students must meet the admission criteria below by the end of the spring semester in which they are applying for consideration as a candidate for acceptance to the MS in AT. The deadline for application is noted on the [MS in AT website](#), along with link to the application through graduate admissions and the [Athletic Training Central Application System](#) (ATCAS). The application will be reviewed by the Athletic Training Program Admissions and Retention Committee. Details regarding the application procedure and application forms (application, standard physical examination, and technical standards) are available from the Program Director and can be downloaded from the [program website](#).

Admissions Criteria (2020CAATE-24P)

In addition to the University's admission requirements, the admission requirements for the MS in AT degree program are:

- A bachelor's degree from an accredited institution
- A current resume
- Two individuals to serve as references. Reference information should include the current contact information of each individual, including their email address and phone number. This can be former professors or other people who can attest to the student's ability to succeed in graduate study in athletic training.
- Official academic transcripts from all undergraduate institutions attended showing evidence of a minimum 3.0 GPA on a 4.0 scale and completion of the following WP MS in AT prerequisite courses or other university equivalents:
 - Anatomy & Physiology I (C- or better)
 - Anatomy & Physiology II (C- or better)
 - Introduction to Sports Medicine (C- or better)
 - Surface Anatomy
 - Medical Terminology
 - First Aid & CPR
 - Injury and Illness in Sports Medicine
 - General Biology: EEB
 - College Chemistry
 - Introduction to Physics
 - General Psychology
 - Elementary Statistics
- A one-to-two-page personal statement stating why you are interested in pursuing a Master's degree in Athletic Training at WP.
- A copy of current First Aid/CPR/AED certification. First Aid & Professional Rescuer CPR with AED certification
- Review, sign, and submit the required technical standards
- TOEFL scores are required for non-native English speakers. Minimum scores of 500/170/60 for paper/computer/internet versions.

Recommended but not required:

- GRE General Test scores

Upon review of each candidate's application, candidates who meet the entrance requirements will be contacted by the Program Director to set up an interview with the MS in AT Admissions and Retention Committee.

Transfer Student Admissions Policy (2020CAATE-24P)

The WP MS in AT program will accept transfer students on a case-by-case basis. Students who would like to transfer to the WP MS in AT Program must contact the Program Director to discuss the transition into the MS in AT. Transfer students must meet the same admission criteria and complete the acceptance action items (see "Acceptance Requirements") as all non-transfer applicants.

In accordance with the [WP Graduate Transfer Credit Policy](#), the MS in AT program will accept up to 18 transfer credits with grades of a B or better. Transfer students may be required to retake courses previously taken at other institutions if the number of transfer credits exceeds 18 credits. The Program Director and the transfer student will discuss the transfer student's matriculation and course mapping prior to the student enrolling in the MS in AT.

The 3 C Policy ^(2020CAATE-24I)

To be accepted into the MS in AT, students must earn no more than 3 grades of C or below (including a combination of C, C-, D+, D, and F grades) or 2 grades below C- (including a combination of D+, D, and F grades) in BIO 1120, BIO 1130 and SMED alpha/prefix courses.

Included in this policy are the following:

- Grades of C or below in BIO 1120, BIO 1130, and SMED 2200, even though the minimum requirement for admission to the MS in AT is a C- in these courses.
- Transferred grades of courses equivalent to BIO 1120, BIO 1130, and SMED alpha/prefix courses.
- The higher course grade of a course that the student has retaken (C- or below).

If a student applying for admission to the MS in AT does not meet this requirement, they will not be accepted to the MS in AT.

Once admitted into the MS in AT program, in order for a student to be retained in and graduate from the MS in AT, students must earn no more than 3 grades of C or below (including a combination of C, C-, D+, D, and F grades) or 2 grades below C- (including a combination of D+, D, and F grades) in BIO 1120, BIO 1130, SMED, and ATP alpha courses.

Included in this policy are the following:

- Grades of C or below in BIO 1120, BIO 1130, and SMED 2200, even though the minimum requirement for admission to the MS in AT is a C- in these courses.
- Transferred grades of courses equivalent to BIO 1120, BIO 1130, SMED, and ATP alpha courses.
- The higher course grade of a course that the student has retaken (C- or below).

If a student does not meet this requirement, they will be dismissed from the MS AT major.

If a change occurs to any of the policies and procedures outlined in MS in AT section of the handbook due to CAATE accreditation changes or changes in university policy, students will be informed of the change(s) immediately and will be required to comply as necessary.

Student-Athlete/Athletic Training Student Policies ^(2020CAATE-24P)

Student-athletes who are interested pursuing an athletic training education will most likely ask "Can I play a sport and be an athletic training student at the same time?" Although very difficult and time-consuming, it is possible for student-athletes to be an athletic training student (ATS); however, the following Athletic Training Program policies exist:

1. Once admitted to the MS in AT, course sequencing will not be changed to accommodate the ATS/student-athlete due to the course content progression requirements.
2. If the student chooses to participate in their sport, the ATS/student-athlete must take responsibility for meeting all MS in AT academic requirements (Appendix D – Student-Athlete/Athletic Training Student Policy Form). MS in AT requirements are always a priority over the student's sport activities when conflicts arise.
3. During the non-traditional season, the ATS/student-athlete must continue to make the MS in AT requirements a priority over their sport activities when conflicts arise.
4. The ATS/student-athlete will not be assigned their sport for any of their Clinical Experience in Athletic Training classes. Likewise, the ATS/student-athlete cannot take on the role of an ATS for their teammates at any time.
5. Student-athletes are bound by the same MS in AT academic and clinical policies and procedures as their non-student-athlete classmates.

Student-athletes with questions or concerns regarding this policy are encouraged to speak with the MS in AT Program Director.

Notification of Admission Decision

Candidates who meet the entrance requirements will be accepted into the MS in AT as program space allows. All candidates must meet the same criteria for admission. Admission to the MS in AT will be limited to those eligible candidates possessing the highest GPA and greatest potential to succeed as athletic trainers as determined by the Athletic Training Program Admissions and Retention Committee after the committee reviews each candidate's application and conducts interviews.

Acceptance Requirements

After acceptance to the MS in AT, the students must complete the following tasks:

- become [NATA student member](#) and provide verification by the first day of classes (summer session I),
- obtain a [National Provider Identifier \(NPI\)](#) and provide it by the first day of classes (summer session I),
- perform a background check^(2020-CAATE-24F, 27G) through the [Criminal History Review Unit of the NJ Department of Education \(DOE\)](#) by the first day of classes in summer session II,
- complete a physical examination with immunizations record form^(2020-CAATE-24J, 26-F, 27J) (see Appendix C – Standard Physical Examination and Appendix K – Immunization Policy) by the first day of classes in summer session II, and
- submit a completed Student-Athlete/Athletic Training Student Policy form by the first day of summer session I, if applicable (Appendix D – Student-Athlete/Athletic Training Student Policy Form),

Failure to complete any of the above actions will delay clinical placement for ATP 5600 Clinical Experience in AT I. Further details about each item will be provided in the welcome letter after the student has been accepted into the MS in AT.

Master of Science in Athletic Training Requirements ^(2020CAATE-20, 23C, 24G, 24L)

Prerequisite Courses ^(2020CAATE-54)

Prerequisite courses required by the CAATE to enter the MS in AT include biology, chemistry, physics, psychology, anatomy, and physiology, which must all be completed at the postsecondary level. Students who attended WP for their undergraduate education would meet these requirements if they successfully completed the Bachelor of Science in Sports Medicine (BS in SMED).

Foundational Courses ^(2020CAATE-55)

Students must also gain foundational knowledge in statistics, research design, epidemiology, pathophysiology, biomechanics and pathomechanics, exercise physiology, nutrition, human anatomy, pharmacology, public health, and health care delivery and payor systems. Students who attended WP for their undergraduate education would meet these requirements if they successfully completed the Bachelor of Science in Sports Medicine (BS in SMED).

Didactic Education Requirements

The didactic part of the MS in AT is made up of courses required by the CAATE Curricular Content Standards ^(2020CAATE-54-94). The courses within the MS in AT, which can also be found in the [graduate program catalog](#) ^(2020CAATE-24E), are taken in a specific sequence (see “Course Sequence”).

Course Requirements ^(2020CAATE-14, 24B)

All students enrolled in the MS in AT must complete the following courses:

- ATP 5000 Prevention and Care of Illness and Injury in Athletic Training (4 credits)
- ATP 5100 Sports Emergency Care (3 credits)
- ATP 5200 Pharmacology in Athletic Training (2 credits)
- ATP 5300 Assessment of the Upper Body (3 credits)
- ATP 5400 Therapeutic Modalities (3 credits)
- ATP 5500 Assessment of the Lower Body (3 credits)
- ATP 5600 Clinical Experience in Athletic Training I (2 credits)
- ATP 5700 Therapeutic Exercise (3 credits)
- ATP 5800 Assessment of the Core Body and General Medical Conditions (3 credits)
- ATP 5900 Clinical Experience in Athletic Training II (2 credits)
- ATP 6000 Clinical Experience in Athletic Training III (4 credits)
- ATP 6100 Organization and Administration in Athletic Training (3 credits)
- ATP 6200 Current Topics in Athletic Training (1 credit)
- ATP 6300 Clinical Experience in Athletic Training IV (2 credits)

Course Sequence ^(2020CAATE-14, 24B)

The course sequence for the MS in AT is below. These courses must be taken in the year and semester listed and in the order presented.

First Year

Summer Session

ATP 5000 Prevention and Care of Injury and Illnesses in Athletic Training (4 cr.)

ATP 5100 Sports Emergency Care (3 cr.)

ATP 5200 Pharmacology in Athletic Training (2 cr.)

ATP 5300 Assessment of the Upper Body (3 cr.)

Fall Semester

ATP 5400 Therapeutic Modalities (3 cr.)

ATP 5500 Assessment of the Lower Body (3 cr.)

ATP 5600 Clinical Experience in AT I (2 cr.)

Spring Semester

ATP 5700 Therapeutic Exercise (3 cr.)

ATP 5800 Assessment of the Core Body and General Medical Conditions (3 cr.)

ATP 5900 Clinical Experience in AT II (2 cr.)

Second Year

Fall Semester

ATP 6000 Clinical Experience in AT III - Immersive Experience (4 cr.)

ATP 6100 Organization and Administration in Athletic Training (3 cr.)

Spring Semester

ATP 6200 Current Topics in Athletic Training (1 cr.)

ATP 6300 Clinical Experience in Athletic Training IV (2 cr.)

Clinical Education Experience Requirements ^(2020CAATE-24K)

The clinical education experience portion of the MS in AT at WP is built around curriculum content standard-based education and hands-on exposure. All students in the program must abide by the policies and procedures governing the program's clinical education experiences and complete all requirements in order to be eligible to take the BOC examination and to graduate from WP with a MS in AT.

In order to comprehend clinical education experience requirements, common terms utilized by CAATE for clinical education are described (CAATE 2020 Standards definitions):

Clinical Education is "a broad umbrella term that includes three types of learning opportunities to prepare students for independent clinical practice: athletic training clinical experiences, simulation, and supplemental clinical experiences."

Supplemental clinical experiences are "learning opportunities supervised by health care providers other than athletic trainers or physicians."

A Preceptor "supervises and engages students in clinical education. All preceptors must be licensed health care professionals and be credentialed by the state in which they practice. Preceptors who are athletic trainers are state credentialed (in states with regulation), certified, and in good standing with the Board of Certification. A preceptor's licensure must be appropriate to his or her profession. Preceptors must not be currently enrolled in the professional athletic training program at the institution. Preceptors for athletic training clinical experiences identified in Standards 14 through 18 must be athletic trainers or physicians."

Supervision of an AT Student by a Preceptor "occurs along a developmental continuum that allows a student to move from interdependence to independence based on the student's knowledge and skills as well as the context of care. Preceptors must be on-site and able to intervene on behalf of the athletic training student and the patient. Supervision also must occur in compliance with the state practice act of the state in which the student is engaging in client/patient care. If the patient/client is occurring via telehealth or telemedicine, the preceptor must concurrently monitor the patient/client care through appropriate telecommunication technology."

The MS in AT clinical education experience requirement includes the following:

- (1) direct supervision of the athletic training student by a preceptor who is an athletic trainer or a physician^(2020CAATE-31);
- (2) Commission on Accreditation of Athletic Training (CAATE) Curricular Content^(2020CAATE-46);
- (3) oral/practical examinations;
- (4) computer-based practice exams;
- (5) curriculum content standards workshops;

- (6) in-services and meetings;
- (7) preceptor and student evaluations;
- (8) WP intercollegiate athletics clinical education experiences;
- (9) affiliated site clinical education and/or supplemental experiences.

Malpractice Liability Insurance (2020CAATE-27K)

William Paterson University (WP) contracts a Malpractice Liability Insurance policy for students participating in healthcare programs that involve clinical education experience. The University requires any student participating in a clinical education experience to enroll in the University's Malpractice Liability Insurance Policy. The University's insurance policy includes a minimum of \$2,000,000.00 per occurrence and \$4,000,000.00 aggregate coverage. Professional liability insurance is automatically included as a course fee to students enrolled in all the Athletic Training Clinical Experience courses (ATP 5600, ATP 5900, ATP 6000, and ATP 6300).

The WP Malpractice Liability Insurance policy only covers the student while participating in clinical education experiences associated with the WP MS in AT. The Malpractice Liability Insurance policy does not cover students participating in volunteerism, internships, or any other experiential learning opportunity outside of assigned clinical education experiences. Students who wish to participate in outside experiential learning opportunities as an athletic training student are encouraged to purchase additional professional liability insurance.

Preceptor Assignment

During every semester of Clinical Experience in Athletic Training, each student will be assigned a preceptor. During the semester, the preceptor assigned will be the student's primary source of information regarding gaining clinical education experience and will assist the student with completing course curricular content standards for the semester. The preceptor is also responsible for orientating their student of the policies and procedures of their clinical site. (2020CAATE-29) This includes, but is not limited to the following:

- Critical incident response procedures (i.e. Emergency Action Plans)
- Bloodborne pathogen exposure plan
- Communicable and infectious disease plan
- Documentation policies and procedures
- Patient privacy and confidentiality protections
- Plan for clients/patients to be able to differentiate practitioners from students

Curricular Content Standards (2020CAATE 54-94)

The CAATE Curricular Content Standards (CCS) in the *2020 Standards for Accreditation of Professional Athletic Training Programs* contain competencies that the students must learn and successfully demonstrate throughout their clinical education experiences. The CCS are for the students' benefit as this knowledge and skills are critical to their professional preparation to take the BOC examination and become competent certified athletic trainers.

Each semester, the students must successfully demonstrate their knowledge, skills, and abilities (KSA) as outlined in the standards. The standards will be part of the students' Clinical Experience in Athletic Training course grade. Students will have their CCS evaluated in course laboratories and during their Clinical Experience in Athletic Training courses by program faculty and preceptors (e.g. during class meetings, on the field, during practices and games, in the athletic training rooms, during oral/practical exams). If the student fails to successfully perform all their courses' CCS KSAs and/or does not have them evaluated by a preceptor, the student's Clinical Experience in Athletic Training course grade will be substantially reduced and the student may fail the course. If a student fails a Clinical Experience in Athletic Training course, they must repeat the course in the following year. The student will not be allowed to enroll in the following Clinical Experience in Athletic Training course until a passing grade in the failed Clinical Experience in Athletic Training course is obtained.

Students must successfully complete all their CCS KSAs for their respective Clinical Experience in Athletic Training course prior to beginning the new CCS KSAs for the subsequent Clinical Experience in Athletic Training course. Likewise, students must successfully complete all their CCS KSAs for their Clinical Experience in Athletic Training IV course in order to successfully complete, and to graduate with a MS in AT.

Clinical Skills Workshops

As part of the student's Clinical Experience in Athletic Training course requirement, the student must attend a Clinical Skills Workshops held on campus with a MS in AT faculty preceptor. The MS in AT faculty overseeing the course will inform the students of the workshop dates and times in advance. The student must bring their CCS sheet with them to the workshop and actively participate in the workshop activities in order to have their attendance verified on the CCS sheet. If the student does not attend the mandatory workshops, the student's Clinical Experience in Athletic Training

grade will be reduced by one letter grade for every workshop that the student missed.

Oral/Practical Examinations

Along with completing CCS KSAs, each student must take an oral/practical (OP) examination as a requirement within the Clinical Experience in Athletic Training I, II, and III classes. The OP exams will be part of the student's Clinical Experience in Athletic Training course grade. The OP exams test the students' athletic training knowledge and skills in a formal testing atmosphere and are designed to facilitate the learning over time process.

As outlined in the respective course syllabus, OP examinations are worth a certain percentage of the student's Clinical Experience in Athletic Training course grade. If the student fails to take all their courses' OP examinations during the scheduled time (this includes being late to the examination), the student's Clinical Experience in Athletic Training course grade will be substantially reduced whereas the student may fail the course. If a student fails a Clinical Experience in Athletic Training course, they must repeat the course in the following year. The student will not be allowed to enroll in the next Clinical Experience in Athletic Training course until a passing grade in the failed Clinical Experience in Athletic Training course is obtained.

Students must earn a minimum total average of 75% for the three OP exams. This average score must be achieved by the end of the fall semester of the second year of the MS in AT, in order to pass the ATP 6000 Clinical Experience in Athletic Training III course and successfully complete the MS in AT. For each Oral/Practical Exam for which the student does not have a minimum total average of 75%, the student must devise a corrective action plan to maximize the chances for success, which must be approved by the Program Director. If a student has completed all OP exams and has not earned a minimum total average of 75%, then he/she must devise a corrective action plan and petition the Program Director to be given an additional OP exam (a fourth OP exam). If the student does not earn the minimum total average of 75% after taking the fourth OP exam, then they can petition, in writing, the Program Director, Department Chair, and Dean of the College of Science and Health to take a fifth and final OP exam. The student's petition must include another corrective action plan to maximize the chances for success, which must be approved by the Program Director, Department Chair, and Dean. If the petition is approved, the student can take the fifth and final OP exam. If there is not sufficient time remaining in the semester to implement and complete the corrective action plan, and/or if the student does not earn the minimum total average of 75% after taking the fifth and final OP exam, the student will not pass the ATP 6000 class and fail to graduate from the MS in AT.

Cumulative Examinations Simulating the BOC Exam

In Clinical Experience in Athletic Training I and II, students will take a cumulative examination, which simulates the BOC examination, on all content they have learned up to the day the examination is given. The course instructor will provide more details about the date of the exam and the content that will be included in each exam.

In-services and Meetings

Students are required to attend mandatory MS in AT in-services and meetings as part of their Clinical Experience in Athletic Training courses. The in-services and meetings are educational opportunities for the students and will assist in expanding the students' knowledge. These in-services consist of formal class lectures by the medical director, and other medical and allied health care personnel, including but not limited to physicians, nurse practitioners, physical therapists, emergency medical technicians, etc. Meetings consist of MS in AT student-instructor discussion regarding programmatic topics, including but not limited to bloodborne pathogen training, surface anatomy reviews, MS in AT policy changes, etc. If a student has a legitimate excuse for not attending these in-services and meetings, they must inform the course instructor at least 48 hours prior to the in-service or meeting, otherwise grade deduction will result for the student's Clinical Experience in Athletic Training grade. Decisions on whether the student is excused from the in-service or meeting will be made on a case-by-case basis and discussed with the student. To make up for missing the in-service or meeting, the student must perform an alternate assignment, as assigned by the course instructor, regardless of if the absence was excused or not excused.

Preceptor Evaluations^(2020CAATE-48)

Students will evaluate their preceptor on their leadership, mentorship, professionalism and other characteristics. Each student will evaluate their preceptor a minimum of one time per semester. These evaluations must be completed and turned into the student's Clinical Experience course instructor electronically. These evaluations are assignments and will be part of the students' Clinical Experience in Athletic Training course grade.

Clinical Education Experience

Students will be assigned various clinical education experiences during their two-year ^(2020CAATE-14) progression in the MS in AT. Each student will gain clinical education experience with each of the following: patients through the lifespan (i.e. pediatric, adult, elderly), different sexes, patients of different socioeconomic statuses, patients of varying levels of activity and athletic ability (i.e. competitive and recreational, individual and team activities, high- and low-

intensity activities), and patients participate in non-sport activities (for example, participants in military, industrial, occupational, leisure activities, performing arts). ^(2020CAATE-17)

During each semester the student is enrolled in a Clinical Experience in Athletic Training course, the student is responsible for providing athletic training services, under the direct supervision of a preceptor, for all practices and competitions at their assigned clinical site, or during the hours assigned at a non-traditional site (i.e. doctor's office, physical therapy clinic, etc.). Likewise, the student will be exposed to as many aspects of athletic training practice as possible under the supervision of a preceptor.

Students assigned to clinical education experience are required to provide for the preparation of patients requiring athletic training services for practices and competition. This includes, but is not limited to, taping and wrapping, pre-practice injury care, duties related to athlete hydration and necessary communication with the athletic training and coaching staffs. Students will also assist the preceptors with injury evaluation and care during practices and competitions. Immediately following practices and competitions, students are responsible for returning, cleaning, restoring, etc. the coolers, athletic training medical kits and other equipment and materials to the athletic training rooms.

Students must consult with their supervising preceptor prior to beginning the clinical education experience in order to learn more specifics on requirements for the clinical site, including attendance ^(2020CAATE-26J). Students must discuss with their preceptor well in advance when they must arrive at practices and games for athletic events. If a student is unable to attend their clinical education experience for any reason on a day the preceptor assigned, it is the responsibility of the student to communicate with their preceptor about their absence.

Additionally, the students will participate in a supplemental clinical education experience along with their regular clinical education experience rotations. The students will work with patients in other allied health professional settings, including those through the lifespan and those who do not participate in sports/athletics, and gain general medical knowledge under the supervision of affiliate medical physicians and other allied health professionals.

Clinical Education Accommodation Policy

If a student has any type of disability and/or physical limitation that warrants accommodation for clinical experience, they must notify the program director and clinical education coordinator immediately. The student may also be required to register their disability and/or physical limitation with the Accessibility Resource Center (ARC). All reasonable clinical experience accommodations will be handled on a case-by-case basis.

Required Hours for Clinical Education Experiences

Students in the program must complete a minimum of 1000 hours and a maximum of 1400 hours of clinical education experience during their four semester Clinical Experience progression in the program in order to meet program requirements and graduate with a MS in AT. This hour requirement equates to 200 minimum and 300 maximum hours for Clinical Experience in AT I, II and IV classes and to 400 minimum and 500 maximum hours for the immersive Clinical Experience in AT III ^(2020CAATE-16). These clinical education experience hours can only be completed at WP or at a WP affiliated site under the direct supervision of a preceptor. Hours not completed under the direct supervision of a preceptor or from a non-approved preceptor cannot be counted towards their program requirements.

Clinical education experience hours will be accrued during the students' on-campus and affiliate site clinical education experience during the students' Clinical Experience in Athletic Training courses. The Clinical Experience in Athletic Training instructors will designate in their course syllabi the minimum and maximum number of clinical education experience hours that students must attain for each type of rotation (i.e. clinical experience, simulation, supplemental clinical experience). However, the 200 minimum and 300 maximum hours for Clinical Experience in AT I, II and IV courses and the 400 minimum and 500 maximum hours for the immersive Clinical Experience in AT III is standard for each course, respectively. Hours can only be accrued during practices, competitions, and other clinical rotations. Hours cannot be accrued during travel to and from competitions, hotel stays, breaks from events, in-services, etc.

Students must record their hours daily via in the manner established by the Coordinator of Clinical Education. The hours must be verified by their supervising preceptor under which they completed the hours. The hours must be recorded within seven days from completion, or the hours cannot be recorded nor counted. Students must be careful not to make any mistakes in recording their hours or they may be negated.

Students must submit a record of their preceptor-verified hours to their Clinical Experience in Athletic Training course instructor. For Clinical Experiences in AT I, II and IV, the 200 minimum and for Clinical Experience in AT III, the 400 minimum clinical experience hours must be completed by the deadline. Failure to complete the minimum number of hours as

per course requirements, have them verified in a timely manner, or failure to submit documentation of verified hours by the deadline will result in failure of their Clinical Experience in Athletic Training course in which they are currently enrolled. No incomplete grades will be given to the student by the instructor due to incomplete hours. If a student fails a Clinical Experience in Athletic Training course, they must repeat the course in the following year. The student will not be permitted to enroll in the next Clinical Experience in Athletic course until a passing grade in the failed Clinical Experience in Athletic Training course is obtained. Likewise, a student will not be able to graduate with a Master of Science in Athletic Training and receive their BOC certification, regardless of if they have already taken the BOC exam, until a passing grade is obtained in Clinical Experience in Athletic Training IV.

Pre-semester Clinical Education Experience

Students in all Clinical Experience in Athletic Training classes (ATP 5600, ATP 5800, ATP 6000, ATP 6300) may be required to participate in pre-semester clinical education experiences at their assigned clinical site for the upcoming semester under the supervision of the site's preceptor(s). The course syllabus for each clinical class will be provided to the students prior to each semester, which will outline the policies and procedures for pre-semester clinical education experience. The students must record their hours during the pre-semester clinical education experience, and have them verified by the supervising preceptor as done during the regular semesters. These hours will count toward the students' minimum 200-hour requirement for Clinical Experience in AT I, II, and IV, and minimum 400-hour requirement for the immersive Clinical Experience in AT III.

Student First Aider/First Responder Statement by AT Faculty and Staff

The MS in AT faculty and staff do not condone students working as first aiders or first responders, even in the students' own time. The MS in AT faculty and staff take no responsibility for students who decide to take on this role, and will not take responsibility for the students' actions. Students are forbidden to wear any WP MS in AT attire or to project themselves as working as a part of or representing the WP MS in AT if they choose to work as a first aider/first responder on their own time.

Student Travel Policy (2020CAATE-24K)

Students will only travel to away events under the supervision of a WP or a WP affiliate site preceptor. Clinical education experience hours can only be recorded for set-up, practice or game, clean up, and treatment. Students cannot record hours for travel, dinners, or any similar activity while traveling. If a student decides to travel and meet his or her WP or affiliate site preceptor at the event, the student's personal car insurance prevails if he or she has the misfortune to be involved in a car accident. Likewise, this policy is the case for students traveling to their affiliate sites. WP does not cover auto insurance for students; therefore, students must have their own personal auto insurance.

Student Evaluations by Preceptors

Students will be evaluated on their overall clinical performance a minimum of two times per semester by their preceptor. Each preceptor will discuss the evaluations with the student and give feedback to the student on how to improve their clinical education experience performance. The preceptor will return the evaluations to the Clinical Experience in Athletic Training instructor. The evaluations will be part of the student's Clinical Experience in Athletic Training course grade.

Additional Student Costs (2020CAATE-24D)

In order to partake in and complete the MS in AT curriculum, additional programmatic costs, other than tuition, University fees, and lab fees, exist for athletic training students. Not all additional student costs can be accurately determined; however, an estimate of additional student costs include, but are not limited to the following:

- round trip travel costs to affiliate sites (approximate maximum \$7.20 round trip),
- uniform purchase (minimum \$25),
- enrollment in athletic training and related professional organizations (approximately \$90 per year),
- background check and fingerprinting (approximately \$81-\$112),
- Professional-level CPR and emergency care certification (approximately \$52), and
- required equipment purchase (i.e. fanny packs, CPR masks) (minimum \$30, CPR masks included in ATP 5100).

Adequate notice will be given to the students in regard to when the additional costs will be necessary.

Retention and Graduation Requirements

Academic Retention (2020CAATE-23C, 24L)

In order to be retained in the MS in AT, students must have a 3.0 overall grade point average (GPA) and be compliant with the retention section of the 3C policy.

If the student falls below the required GPA, they may be placed on probation for one semester. At the end of the

probationary semester the student's progress will be reviewed by the MS in AT Admission and Retention Committee. If the student is meeting academic program requirements after the probationary period (including GPA requirements per semester in the program), then they will be reinstated to the MS in AT. If the student has not met academic program requirements at that time, then the student will be dismissed from the MS in AT.

To maintain compliance with the retention section of the 3C policy in order for a student to be retained in and graduate from the MS in AT, students must earn no more than 3 grades of C or below (including a combination of C, C-, D+, D, and F grades) or 2 grades below C- (including a combination of D+, D, and F grades) in BIO 1120, BIO 1130, SMED, and ATP alpha courses.

Included in this policy are the following:

- Grades of C or below in BIO 1120, BIO 1130, and SMED 2200, even though the minimum requirement for admission to the MS in AT is a C-in these courses.
- Transferred grades of courses equivalent to BIO 1120, BIO 1130, SMED, and ATP alpha courses.
- The higher course grade of a course that the student has retaken (C- or below for undergraduate courses, F for graduate courses).

If a student does not meet this requirement, they will be dismissed from the MS AT.

Clinical Education Experiences

Students will be assessed on their completion of their clinical education experience requirements each semester within their Clinical Experience in Athletic Training courses. The requirements for successful progression are outlined in the section describing the “Clinical Education Experience Requirements ^(2020CAATE-24K)”. Students not meeting the minimum standards for successful progression in the program will be penalized as per the policies noted in this handbook (see “Disciplinary Policies”).

Graduation ^(2020CAATE-23C, 24L)

Graduation from the MS in AT is contingent upon the following:

- the student has successfully completed the university requirements
- the student has successfully completed all major coursework requirements in the MS in AT
- the student has successfully completed all MS in AT didactic and clinical requirements as outlined by the CAATE Curricular Content Standards (CCS)
- the student has earned a minimum overall GPA of 3.0 when they completed all academic coursework
- the student has successfully completed a minimum of 1000 hours and maximum of 1400 hours of approved athletic training clinical education experience

BOC Exam Endorsement

A student’s BOC exam endorsement by the Program Director is contingent upon completion of all MS in AT requirements (see “Graduation”).

Leave of Absence/Withdrawal ^(2020CAATE-23E)

Students requesting a Leave of Absence or Withdrawal from the MS in AT must make their request in writing to the Program Director. The student should meet with the Program Director and Clinical Education Coordinator to explore the student’s options and discuss plans for the student’s return to the MS in AT.

Additional Information

Student Work Study Program ^(2020CAATE-24H)

In addition to federal financial aid, the University has a non-federal [Work Study Program](#), which is managed by the Financial Aid Office. This program is offered to eligible students in financial need. Work Study is offered in various areas for the students. Students should contact the [Financial Aid Office](#) for additional information on Work Study.

Scholarships, Awards, & Professional Sport Opportunities ^(2020CAATE-24N)

MS in AT students have the opportunity to be nominated by the MS in AT faculty, staff, and athletic training students for various scholarships, awards, and professional sport clinical experiences throughout their academic career. In general, students are nominated for these opportunities based on:

- MS in AT grade point average,
- attendance at athletic training and health care profession conferences
- participation on an athletic training student advisory board, etc.,
- service to the community (i.e. athletic training and related volunteer activities), active participation in athletic

training and health care related organizations, clubs, activities, etc. (i.e. club executive board, fundraising, etc.), and

- personal characteristics such as motivation, reliability, organization skills, ability and willingness to learn, communication skills, professionalism, maturity, responsibility, athletic training knowledge and skills, etc.

Scholarships & Awards

The WP MS in AT does not currently award a program-funded scholarship for athletic training students. Several professional organizations offer academic scholarships and student research grants, interested students are encouraged to apply. Notification of available scholarship opportunities will be disseminated to MS in AT students via email. Students are responsible for completing and submitting the application requirements. For more information regarding scholarships, students are encouraged to explore the professional organizations outlined below.

NATA Research and Education Foundation Scholarships

The NATA Research and Education Foundation awards scholarships and student research grants for eligible applicants. You must be an NATA member to apply. For more information: [NATA Research & Education Foundation Scholarships](#).

Eastern Athletic Trainers' Association Scholarships

The Eastern Athletic Trainers' Association also awards annual scholarships to outstanding juniors and seniors. You must be an EATA member (also part of the NATA membership) to apply. For more information: [EATA Student Scholarships](#).

Athletic Trainers Society of New Jersey

The Athletic Trainers Society of New Jersey (ATSNJ) offers annual scholarships to eligible athletic training students. You must be an ATSNJ member (part of the NATA membership) to apply. The Jack Weakley District Two Scholarship and the Richard Malacrea College Scholarship have been named for these two individuals who were champions of Athletic Training on a national level, and true friends to Athletic Trainers in the State of New Jersey. The awards are meant to encourage the recipients to continue his/her education toward an athletic training degree. Information on the application process is released annually through an e-blast, which will be forwarded to all professional preparation phase students. For more information about ATSNJ Scholarships, visit the [Awards & Scholarships](#) page on the ATSNJ website.

William Paterson University

William Paterson University has a robust Donor Scholarship Program that annually awards more than 600 scholarships totaling more than \$1 million to undergraduate and graduate students from all five colleges. The scholarships are made possible by the generosity of the many alumni and friends who recognize the value of higher education and wish to make it accessible to students with academic promise and financial need. To see the available scholarships WP has to offer, please visit the [Scholarships](#) page on the WP website.

Awards

These and awards that MS in AT students can be nominated for include, but are not limited to: NATA awards, EATA awards, ATSNJ awards, WP Alumni Association, MS in AT Student of the Semester, and the MS in AT Honor Award. Please see the respective organizations websites (see above) for more information on each award.

Professional Sport Opportunities

The WP MS in AT has two professional sport clinical opportunities for students, the NY Giants and the NJ/NY Gotham Football Club (Gotham FC). A formal application process will occur for both positions and the Clinical Education Coordinator will email details out to all eligible MS in AT students.

General Student Complaint Procedure ^(2020CAATE-23B)

In regard to student grievances, the MS in AT abides by the [General Student Complaint Procedure](#), which is located in the [WP Academic Policies](#). Therefore, if a student has a grievance, they must abide by these procedures.

Curriculum Changes

Please be advised that changes in the curriculum and/or clinical education experience requirements may be made at any time during the students' course of study. Such changes would be designed to enhance the learning experiences for all students, and students would be required to abide by such changes at the time they are implemented. The students will be informed of any curriculum changes in a timely manner.

Student Job Description, Guidelines, and Responsibilities

The following guidelines and job description refers to the duties of an athletic training student enrolled in the Master of

Science in Athletic (MS in AT) at William Paterson University. Please contact the MS in AT faculty and staff for additional responsibilities each academic year.

Student Job Description

The role of the athletic training student is to gain athletic training knowledge and skills by assisting the preceptors in providing care for patients' injuries during the student's rotations and athletic training room assignments as a part of their clinical education experience in athletic training.

Direct Supervision

During the students' clinical education experience, the student functions under the direct supervision of an Athletic Trainer (AT) preceptor. Students may also function under the direct supervision of a physician or another allied health care professional who also is a preceptor. Direct supervision involves daily personal/verbal contact between the student and the preceptor, who plans, directs, advises and evaluates the student's athletic training clinical education experience. The preceptor must be physically present in order to intervene on behalf of the patient being treated.

Some situations where students are **not** being directly supervised include:

- when a student is at a practice or competition venue without a preceptor physically present with the student at the venue;
- when a student is traveling with a team (i.e. in a hotel, restaurant, mode of transportation, practice or competition venue) and without a preceptor physically present to intervene on behalf of the patient being treated;
- when a student is outside at a practice or competition venue and the preceptor is inside a building or facility and not physically present to intervene on behalf of the patient being treated;
- when a student and preceptor are able to converse via walkie-talkie or cell phone with the preceptor not physically present to intervene on behalf of the patient being treated.

If the student is not being directly supervised, then the student is not in the role of an athletic training student. In this situation, the student cannot perform any athletic training skills and must leave the venue until a WP or affiliate site preceptor is at the venue, directly supervising the student.

Students are only allowed to travel with athletic teams if a WP or affiliate site preceptor(s) is/are present and directly supervising the student. (Note: WP and affiliate site preceptors are those persons employed at WP and affiliate sites to partake in athletic training duties and supervision of MS in AT students. Therefore, coaches, graduate assistants, and other personnel who may be an AT but employed on campus or at the affiliate site for another function other than supervising MS in AT students do not qualify as WP or affiliate site preceptors, and cannot directly supervise athletic training students.)

If at any time, for some unusual circumstance, a student is present at their clinical site and is not directly supervised by an AT that is their assigned preceptor and a person requires emergency care, the student should summon EMS, as per affiliate site policy, and give the appropriate emergency care as allowed by the student's first aid/CPR/AED certification.

Student Skills Guidelines

A student is not allowed to perform any skills (i.e. therapeutic modalities, therapeutic exercise) before receiving formal instruction and formal evaluation demonstrating that they are proficient in those skills. If the student is dealing with a patient that needs assistance beyond the material of which the student has been instructed and evaluated, then the student must refer the patient to a student who has been instructed in and evaluated on the material (and is being directly supervised by a preceptor). For example, if a patient needs an ultrasound treatment and the student caring for that patient has not been formally taught and evaluated on the use of ultrasound, then the student can NOT perform ultrasound on that patient.

If a student acts outside the scope of his or her responsibilities (i.e. functions as an athletic training student while unsupervised) or a student performs skills (i.e. therapeutic modalities) before having received formal instruction and shown proficiency in those skills through formal evaluation, the student may be sanctioned and may be legally responsible for any harm suffered by the person being treated. At no time will athletic training students take the place of qualified staff ATs.

Student Responsibility Policies and Procedures

When a patient enters the athletic training room for injury care, the student should do the following:

- assess the patient to determine the nature and extent of the problem.
- determine the appropriate course of care that the student can give which is within the student's level of education and proficiency
- administer care consistent with approval of a preceptor, under his/her direct supervision
- complete necessary medical reporting and administrative duties which include, but is not limited to: progress

(SOAP) notes, treatment records, and insurance forms.
Failure of a student abiding by the “Student Responsibility Policies and Procedures” may be sanctioned as appropriate.

Athletic Training Room/Athletic Venues

The following are rules and guidelines that must be followed while at WP, and/or at any affiliate site the student is assigned, where applicable:

- Students must care for patients as they enter the athletic training room or as needed at athletic venues. No preferential treatment of patients (i.e. treating only certain patients, waiting for a certain patient to enter the athletic training room and not treating others) is allowed. All students must share in the treatment and care of all patients.
- Students must not treat coaches, faculty, or other people in the athletic training room or at athletic venues without the prior approval of their preceptor, unless an emergency situation exists.
- Decisions regarding referrals, treatments and course of care are to be made by the certified athletic training staff and medical physician who are ultimately providing care to the patient.
- No patients are to administer self-treatment or to tape themselves. All services are to be provided by the athletic training staff and athletic training students under the supervision of an AT.
- Professional conduct is expected at times at all WP athletic venues and affiliated sites.
- The athletic training room is not a lounge; therefore, horseplay, profanity and lounging around on tables will not be tolerated.
- If a student engages in inappropriate or unprofessional behavior at any WP athletic venues or at affiliated sites, the student will be asked to leave immediately.

Calibrations and Maintenance of Equipment (2020CAATE-26D)

All clinical sites where students are in a learning environment where students are involved in real or simulated client/patient must have all of their equipment calibrated and maintained according to the manufacturer guidelines. Preceptors are required to verify that their clinical site meets this requirement prior to the start of each student’s clinical assignment.

Patient Privacy (2020CAATE-26G)

Medical information and communications in the athletic training setting are privileged. Anything students hear or see in the athletic training room regarding patients’ conditions, illnesses, or injuries is confidential and is not to be repeated to anyone. Students are not to discuss a patient’s condition, illness, or injury with other patients, peers, coaches, parents, etc. Any time anyone other than the patient involved wants any information regarding the patient’s condition, illness, or injury, the student must refer them to the head or assistant athletic trainer. Violation of this policy will result in immediate suspension from the MS in AT. Please see the MS in AT’s policies on patient privacy in Appendix I – HIPAA Policy and Appendix J – FERPA Policy.

Issues with Coaches and/or Parents

Students are to report all problems involving coaches and/or patients to the supervising preceptor and also the head and assistant athletic trainers immediately after the problem arises. Students are to avoid confrontations with coaches and patients.

Bloodborne Pathogen Training (2020CAATE-26C, 27E)

Students must attend a bloodborne pathogens and environmental hazards workshop annually, which may be held online, to be eligible to provide athletic training services. Students not attending bloodborne pathogens and environmental hazards workshop may not partake in clinical education experiences until the workshop has been attended. Details about Bloodborne Pathogen Training can be found in Appendix E – Bloodborne Pathogen Policy & Procedures.

Emergency Cardiac Care (ECC) Requirement (2020CAATE-26B)

Students must be continually certified in Professional Rescuer CPR with AED and Advanced First Aid or equivalents by one of the following organizations: American Red Cross, American Heart Association, National Safety Council, or the Emergency Care and Safety Institute. No lapse in certification is allowed. Details about the program’s ECC requirement can be found in Appendix L – ECC Certification Policy & Procedures.

Personal Protective Equipment & OSHA Guidelines (2020CAATE-26E, 26I)

Students must have personal protective equipment necessary to provide care for injuries involving blood or other bodily fluid and follow all OSHA guidelines when managing patient injuries or illnesses, especially hand hygiene between patient encounters. Likewise, students are obligated to inform patients, coaches, etc. to follow all OSHA guidelines while in the athletic training room facilities.

Students must wear a fanny pack/sling bag containing, at minimum, first aid and personal protective equipment, including a pocket mask, gloves and gauze, tape, scissors, and bandages at venues. Spot checks made by the MS in AT faculty and staff will be made to see if students have their fanny packs, and the above-mentioned items, with them during their clinical education experiences.

AT Student Identification (2020CAATE-26A)

Patients have the right to know that a student is involved in the delivery of patient care. All AT Students are required to wear identification on the outermost layer of clothing during clinical experiences that identifies them as an AT student. AT Students are to introduce themselves by name and title to all patients prior to the delivery of patient care. AT Students should refrain from representing themselves as a credentialed healthcare provider to patients. A patient has the right to refuse care from an AT Student for any reason.

Emergency Action Plans & Procedures (2020CAATE-26K)

Students must follow the emergency action plan procedures that are posted in the athletic training rooms and in this handbook (Appendix G – WP Emergency Action Plan). Additionally, AT students must be familiar with all Emergency Action Plans & Procedures at the affiliated sites where their clinical education experience occurs.

Transportation Policy (2020CAATE-24K)

Under no circumstances are students allowed to drive the WP Athletics or affiliate site vehicles (van, bus, etc.) When driving to and from the Clinical Experience in Athletic Training WP and affiliate sites, WP does not cover auto insurance for students; therefore, students must have their own personal auto insurance.

Communication with Faculty, AT Staff, and Preceptors

Students must check their WP student email account on a daily basis, since this is a primary means for the MS in AT faculty and staff to communicate with students. If a student neglects to check their WP student email account on a daily basis and is not aware of the communications, instructions, duties, etc. noted in the email by the MS in AT faculty and staff, then the student may be penalized within their MS in AT courses for failure to follow email instructions, complete duties, etc.

Cell Phones

Students are prohibited from utilizing cell phones for personal communication (including phone calls, text messages, and email) while working as an AT student. Cell phones must be turned off when the students are in these areas during clinical education experiences in the athletic training room, sports venues, and physician offices. Students' cell phones may only be utilized in an emergency situation (i.e. when Campus Police must be summoned), or with the permission of their preceptor (i.e. to call or receive a call from a coach or another certified athletic trainer at another venue). Cell phones must be turned off during MS in AT classes. Instructors will have individualized cell phone policies in their syllabi.

Tobacco and Alcohol

Students are prohibited from smoking, vaping or chewing tobacco during their clinical experience. Likewise, if a student is at any venue "visiting" their peers, athletic training staff, athletes, etc. the student is prohibited from smoking, vaping, or chewing tobacco. Smoking, vaping, or chewing tobacco is also prohibited while wearing any MS in AT labeled clothing (i.e. program shirts, jackets, pants, etc.) Smoking, vaping, chewing tobacco, etc. in indoor and outdoor athletic venues is an OSHA and NCAA violation possibly resulting in fines for the student. Any student who appears intoxicated or has an alcohol odor on their breath during their athletic training room assignment or rotation will be immediately removed from the assignment or rotation. Further disciplinary action will then result, as this will not be tolerated.

Radiation Exposure (2020CAATE-26H)

In some clinical settings, AT Students may potentially be exposed to radiation from diagnostic imaging devices. The AT Student will be made aware of potential exposure to radiation by the preceptor and/or clinical education coordinator. The AT Student will have the opportunity to review safety policy and procedure prior to the clinical experience. The AT Student is to follow the radiation safety policy and procedures mandated by the specific medical facility. If being in close proximity to diagnostic imaging devices that produce radiation is of special concern to a student, the student will be given the option to opt out of situations that increase risk exposure. Any student that is pregnant will not be allowed to participate in situations that have increased risk of radiation exposure.

Disciplinary Policies (2020CAATE-27C)

Students are required to comply with the policies and procedures of the MS in AT. Failure of the student to comply with the MS in AT academic and/or clinical education experience policies will result in disciplinary sanctions and a formal report

placed in their student file (Form B – AT Student Policy Violation).

The following information outlines the guidelines by which disciplinary decisions are made and the sanctions for various potential situations. It is impossible to foresee all possible circumstances, which will require disciplinary action. In the event a situation arises which requires unusual disciplinary actions, the MS in AT Admissions and Retention Committee will meet to review the situation and administer necessary disciplinary or corrective measures.

Academic

For admission to the MS in AT, students are required to have a 3.0 overall GPA.

When a student's GPA falls below the requirement (3.0 GPA) the procedure below will be followed:

- When a student's GPA falls below the minimum requirement, the student will be placed on academic probation for the following semester. The student will be notified in writing by the Program Director of his/her probationary status and the reason for being placed on probation. The probationary period is for one semester only.
- At the end of the probationary semester the student's GPA will be reviewed by the MS in AT Program Admissions and Retention Committee. If the student's GPA is above the minimum requirement at the end of the probationary semester and he/she is meeting all academic requirements, then he/she will be removed from probation and return to good standing.
- If after the probationary semester the student still does not meet the minimum GPA for the program, the student will be dismissed from the MS in AT (Form C – AT Student Dismissal/Withdrawal). The student cannot take any courses in the MS in AT nor perform any athletic training clinical education experiences. At such time as the student meets the academic standards, then he/she may apply for readmission to the MS in AT. Admission will be granted based on the admission criteria listed in this handbook.

When a student fails a course in the MS in AT, the procedure below will be followed:

- The student will be dismissed from the MS in AT. The student cannot take any other MS in AT courses until the student has passed the failed course the following year.
- The student must reapply for readmission in the following spring semester and be readmitted to the MS in AT.
- Since each student's situation is different, the student must see the Program Director to discuss the details of the student's reapplication, readmission, and continuation in the MS in AT.

Clinical Education Experiences

Students must complete the clinical education experience part of the MS in AT as part of their professional education. The requirements are listed in this handbook. Clinical education experiences are requirements for the Clinical Experience in Athletic Training courses. Therefore, failure to comply with course requirements will result in a low or failing grade for the course. The following is a guideline for situations in which students are not in compliance with their clinical education experience obligations.

Clinical Sites

Student obligations as part of their clinical education experiences include clinical education experience with the WP patients in the intercollegiate athletic program and at affiliate sites. Failure to comply with policies in regard to clinical education experience include, but are not limited to the following and may result in sanction:

- failure to be on time as instructed by the student's preceptor for practice and competition related assignments. This includes being on time for departure of traveling team.
- not being present for practices or games as instructed by the student's preceptor
- failure to provide appropriate care to patients as allowed by the student's skills not providing appropriate preparation for practice and/or competition. This includes, but is not limited to, patient preparation, preparations relating to patient hydration and safety and preparation of equipment needed by the student's preceptor and coaching staffs
- direct insubordination
- performing athletic training skills for which the student has not been formally taught and evaluated
- performing athletic training skills without being under the direct supervision of a preceptor
- any activity or action which places the health or safety of an athlete or another person at risk.
- dress code violation (See "Appendix H – Dress Code Policy")

As the health and safety of the patients served is the primary concern, situations may arise which require immediate disciplinary action of the preceptor. In such situations, the preceptor will take the disciplinary action which they feel is appropriate to the severity and urgency of the situation. At such a time as this occurs, the preceptor will notify the Program Director and the MS in AT Admissions and Retention Committee of the situation, and any action taken.

Students will have a portfolio of their MS in AT materials in the Program Director's office. The students are

welcome to review their personal portfolios with the Program Director upon request.

All acceptance, denial, probationary, and disciplinary letters sent to the students by the Program Director will be kept in both the students' MS in AT and Kinesiology files. These letters will be copied to the Kinesiology Department Chair.

The MS in AT Admissions and Retention Committee reserves the right to amend these policies and procedures at any time.

Institutional Policies (2020CAATE-23)

Equal Employment Opportunity/Affirmative Action Policy

It is the policy of the William Paterson University of New Jersey to provide equal employment opportunity as well as equity of conditions of employment to all its academic and non-academic employees and applicants for employment without regard to race, creed, color, national origin, nationality, ancestry, sex/gender (including pregnancy), affectional or sexual orientation, gender identity or expression, age, marital status, civil union status, domestic partnership status, familial status, religion, atypical hereditary cellular or blood trait, genetic information, liability for service in the Armed Forces of the United States, or disability, except where a particular qualification is specifically permitted and is essential to successful job performance. Equal employment opportunity includes, but is not limited to, recruitment, selection, hiring, training, promotion, transfer, work environment, layoff, return from layoff, compensation and fringe benefits. Equal employment opportunity further includes policies, procedures and programs for recruitment, employment, training, promotion, and retention of minorities, women and persons with disabilities. This policy will be implemented and administered in accordance with all Federal and State laws and regulations, which bear upon matters and conditions of employment in institutions of higher education.

The University has developed an affirmative action program in fulfillment of its obligations under Federal and State equal opportunity employment legislation. The primary purpose of this program is to ensure that practices and procedures are developed, implemented and administered which will sustain equity for all persons with regards to the technical and legal requirements of affirmative action legislation as well as its human dimensions.

Non-Discrimination Policy (2020CAATE-23D, 24M)

The William Paterson University of New Jersey is committed to equal employment opportunity and to maintaining an academic and work environment for students, faculty and staff, which is conducive to the achievement of educational and career goals on the basis of ability and performance, and which is free of discrimination on the basis of race, creed, color, national origin, nationality, ancestry, sex/gender (including pregnancy), affectional or sexual orientation, gender identity or expression, age, marital status, civil union status, domestic partnership status, familial status, religion, atypical hereditary cellular or blood trait, genetic information, liability for service in the Armed Forces of the United States, or disability, except where a particular qualification is specifically permitted and is essential to successful job performance.

Since discriminatory behavior seriously undermines the atmosphere of trust essential to the academic and work environment, anyone who violates this policy may be subject to disciplinary action, including termination.

Sexual Harassment Policy

William Paterson University is committed to developing and sustaining a community where all can learn and work together free from harassment and exploitation. This policy is intended to address all members of the university community including students, faculty, librarians, professional staff, clerical staff, maintenance, campus police and security, managers, administrators, and the Board of Trustees as well as any vendors doing business with the University.

Sexual harassment encompasses any sexual attention that is unwanted. Sexual harassment can be verbal, visual, or physical. It can range from repeated unwelcome sexual flirtation and inappropriate, gender-based, put-downs of individuals or group of people to physical abuse, such as sexual assault or rape. Whether particular verbal, nonverbal, or physical conduct constitutes harassment in violation of this policy will depend upon all the circumstances, the context in which the conduct occurs, and the frequency, severity, and pattern of the conduct.

The University recognizes that even the possibility of harassment is destructive to individuals, to groups and to the community. While sexual harassment most often takes place in situations where there is a power differential between the persons involved, the University recognizes that sexual harassment may occur between persons of the same status. Sexual harassment may also occur between persons of the same sex. Sexual harassment contaminates teacher/student

and supervisor/subordinate relationships as well as those among student peers and faculty or staff colleagues. When, through fear of reprisal, a student, staff member, or faculty member submits, or is pressured to submit, to unwanted sexual attention, the entire community is undermined. The University will not tolerate behavior among members of the community, which creates an unacceptable working or educational environment, and it will initiate appropriate sanctions against the offender.

Effective September 1, 1993, all New Jersey State departments, colleges/universities, and authorities have been required to abide by the State's Sexual Harassment Policy. This policy follows federal and state laws as outlined in Title VII of the Civil Rights Act of 1964 as amended; N.J.S.A. 10:5-1 et. Seq.; Title IX of the 1972 Education Amendments; N.J.S.A. 11A: 1-1 et.seq. N.J.A.C. 4A:7-1.3.

For more information about the WP Sexual Harassment Policy, including reporting an incident, please visit this [link](#).

Title IX Discrimination

Title IX of the Education Amendments of 1972 prohibits protects people from discrimination based on sex in education programs or activities that receive federal financial assistance. Title IX states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

Some key issue areas relating to Title IX obligations include recruitment, admissions, and counseling; financial assistance; athletics; sex-based harassment, which encompasses sexual assault and other forms of sexual violence; treatment of pregnant and parenting students; treatment of LGBTQI+ students; discipline; single-sex education; and employment.

The University's legal obligation with respect to sexual harassment is to take prompt steps to address sex-based harassment and discrimination, and if found, eliminate and/or remedy their effects. University encourages all community members to report sex-based harassment and discrimination at the earliest opportunity.

William Paterson University does not discriminate on the basis of sex against students, applicants for admission, employees or applicants for employment or in the administration of its policies or in any aspect of its operations. William Paterson University will respond to reported violations of Title IX by protecting the university community, conducting prompt and thorough investigations and providing support to affected parties, as deemed necessary.

William Paterson University has a Title IX Coordinator. The [Title IX Coordinator](#) is responsible for ensuring the University's compliance with Title IX and overseeing and/or investigating complaints of sexual harassment, sexual assault, dating/domestic violence, stalking, and other sex-based complaints involving University students and employees that are alleged to have taken place on campus or at a University-sponsored event. The Title IX Coordinator is also responsible for overseeing training within the University community related to Title IX and other related state/federal laws/regulations.

For more information about Title IX Discrimination, including reporting an incident, please visit this [link](#).

Academic Integrity Policy for Students^(2020CAATE-23A)

The MS in AT program complies with the university's [Academic Integrity Policy and Procedures](#). Academic integrity refers to the values of being honest and ethical in one's academic work. Its opposite is academic dishonesty. The following are some but not necessarily all of the examples of behaviors that constitute academic dishonesty:

Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise. The following are some examples of cheating, but by no means is it an exhaustive list:

- Copying from another person or entity during an examination or allowing another to copy your work.
- Unauthorized collaboration on a take home assignment or examination.
- Using notes during a closed book examination.
- Taking an examination for someone else or asking or allowing another to take an examination for you.
- Changing a graded exam and returning it for more credit.
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor.
- Preparing answers or writing notes in a blue book (exam booklet) before an examination.
- Allowing others to research and write assigned papers or do assigned projects, including use of commercial term paper services.
- Giving assistance to acts of academic misconduct/dishonesty.

- Fabricating data (all or in part).
- Submitting someone else's work as your own, including artificial intelligence.
- Unauthorized use during an examination of any electronic devices such as cell phones, computers or other technologies to retrieve or send information.

Plagiarism is the act of presenting another person's ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list:

- Copying another's actual words without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another's ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the sources.
- Failing to acknowledge collaborators on homework and laboratory assignments.

Internet plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the Internet without citing the source, and "cutting and pasting" from various sources without proper attribution.

Obtaining Unfair Advantage is any activity that intentionally or unintentionally gives a student an unfair advantage in the student's academic work over another student.

The following are some examples of obtaining an unfair advantage, but by no means is it an exhaustive list:

- Stealing, reproducing, circulating or otherwise gaining advance access to examination materials.
- Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.
- Retaining, using or circulating examination materials, which clearly indicate that they should be returned at the end of the exam.
- Intentionally obstructing or interfering with another student's work.

Falsification of Records and Official Documents

The following are some examples of falsification, but by no means is it an exhaustive list:

- Forging signatures of authorization.
- Falsifying information on an official academic record.
- Falsifying information on an official document such as a grade report, letter of permission, drop/add form, I.D. card or other college document

If a student has been found to be in violation of the WPU Academic Integrity Policy, disciplinary measures in accordance with the policy will be taken based on the nature of the violation. Please see the University's [Academic Integrity Policy](#) for more information about the different levels of discipline.

Disability Accommodation Policy

William Paterson University (WP) is committed to providing equal access to employment and educational opportunities for individuals with disabilities. WP recognizes that individuals with disabilities may need reasonable accommodations to participate in or benefit from University educational programs, services and activities, and to have equal employment opportunities. WP will make a "good faith" effort to provide reasonable accommodations to persons identified as having disabilities.

The University does not discriminate on the basis of disability in its hiring and employment practices and complies with all applicable federal and state laws, regulations and guidelines with respect to providing reasonable accommodations. Under the Americans with Disabilities Act (ADA), and the ADA Amendments Act of 2008 (ADAAA), an individual is considered to have a "disability" if they have a physical or mental impairment that substantially limits one or more major life activities, has a record of such impairment, or is regarded as having such impairment.

The New Jersey Law Against Discrimination (NJLAD) states that "disability" means physical disability, infirmity, malformation or disfigurement which is caused by bodily injury, birth defect or illness including epilepsy and other seizure disorders, and which shall include, but not be limited to, any degree of paralysis, amputation, lack of physical coordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment or physical reliance on a service or guide dog, wheelchair, or other remedial appliance or device, or any mental, psychological or developmental disability resulting from anatomical, psychological, physiological or neurological conditions which prevents the normal exercise of any bodily or mental functions or is demonstrable, medically or psychologically, by accepted clinical or laboratory diagnostic techniques. Disability shall also mean AIDS or HIV infection.

The LAD's prohibition on disability discrimination means that in addition to not discriminating against individuals based on disability, employers must provide reasonable accommodations to a person with a disability unless doing so would be an undue burden on their operations. The obligation to provide a reasonable accommodation also applies to

people who are pregnant or breastfeeding.

The Accessibility Resource Center coordinates reasonable accommodations for students with disabilities. These services include assistance in registration, parking, referrals, adapted classroom activities, and other special needs. It is the responsibility of the student to self-identify and provide recent documentation of their disability to the [Coordinator of ARC](#).

Cost of Attendance (2020CAATE-24D)

Annually, William Paterson University publishes the in-state and out-of-state cost of attendance for graduate students at [Tuition & Fees](#). Students should contact the Office of Student Accounts with any questions regarding the cost of attendance. **Email:** studentaccounts@wpunj.edu **Phone:** [973-720-2234](tel:973-720-2234)

Financial Aid (2020CAATE-24H)

MS in AT students are eligible to apply for financial aid through the William Paterson University Financial Aid Office. Students interested in receiving federal student aid should visit the [Financial Aid for Graduate & Professional Students](#) website for more information.

Institutional Refund Policy (2020CAATE-23E)

All graduate (degree seeking) students who withdraw from school must complete the appropriate paperwork through the Office of Student Accounts. The date that notification is received from the student will be the official date of withdrawal. For more information regarding the withdrawal and refund process, student, and faculty should reference the [Refund Policies](#) on the Office of Student Accounts website.

	Last Day for 100% Refund	Last Day for 50% Refund	Academic WD 0% Refund
Summer Session (6-week course)	By the first day of the summer session	Seven class days after the first day of class	At the beginning of the 5 th week of the course
Full Semester Course	By the end of the Add/Drop period	By the 5 th week of classes	By the 9 th week of classes
Q1	At the end of the first full week of class	By the end of the 2 nd week of university classes	Three weeks after the first full week of classes
Q2	At the end of the first full week of class	Seven class days after the first day of class	Two weeks after the first day of class

Students charged a flat rate will receive a credit for refundable charges during 100% and 50% periods if withdrawing below 12 credits (full time). Dates and percentages are also valid for non-Title IV recipients (Federal Financial Aid) taking a withdrawal from college or leave of absence from the college.

Leave of Absence (2020CAATE-23E)

Students withdrawing from all courses for any given semester must apply for a Leave of Absence or Withdrawal from the University.

- To be eligible for a Leave of Absence, students must be in good academic standing (Overall GPA of 2.00 or better for continuing students).
- A Leave of Absence may be granted for one academic year (two semesters).
- Students must apply for a Leave of Absence 30 days prior to the last day of classes of the semester for which it is applicable.
- To apply for a leave of absence please go to [WPConnect](#) at the student services tab and file the necessary information.
- Refunds after the deadline WILL NOT be considered under any circumstances.

Withdrawal (2020CAATE-23E)

An official course withdrawal refers to an action taken by a student to withdraw from a course after program adjustment for one or more credits. The course grade for this action results in a "W" on their transcript. Refunds after the published deadline WILL NOT be considered under any circumstances.

There are three types of withdrawals:

A. Partial Withdrawal

The student withdraws from one or more courses but remains enrolled in at least one for the term.

B. Term/Session Withdrawal (Complete withdrawal during a term/session):

The student withdraws from all courses registered for a term. For Partial and Term/Session Withdrawal: students would withdraw from their course(s) via [WPConnect](#) within permitted dates published on the semester calendar.

Students who do not return the following term/semester may return within two years of withdrawing by consulting

with an advisor.

C. University Withdrawal

Students who wish to separate completely from the University. To withdraw from the University, students will need to complete the Withdrawal from University Request form can be found on [WPConnect](#) under WP Enrollment Forms header within the permitted dates published on the semester calendar.

Once the form is approved, all remaining courses will be withdrawn from the student's schedule.

Federal Student Aid Refund Policy (2020CAATE-23E)

When a student withdraws from school during a term or other payment period prior to completion of that period, the Higher Education Act requires the institution to determine whether Title IV funds must be returned by or on behalf of the student. The amount of the Title IV funds that were earned by the student is directly proportional to the length of time he or she remained enrolled within the payment period, as indicated by the student's withdrawal date. Please visit the [Office of Student Accounts](#) website for more information.

Student Support Services (2020CAATE-52)

William Paterson University offers many student support services to aid in student academic success. Please visit the following:

[Writing Center](#) – The Writing Center is open to all William Paterson University Students, tutors are available to help with writing assignments. Note: **AMA Style Guide** should be used for all assignments.

[Peer Tutoring](#) – The Academic Success Center offers peer tutoring for undergraduate AT students during throughout the year, including summer sessions, on an availability basis.

[David and Lorraine Cheng Library](#) – The WP Library is located on Main Campus; visit the William Paterson University library website for more information regarding the multiple data base holdings and hours of operation.

[Academic Support Services](#) – There are a number of academic support services offered by William Paterson University to provide comprehensive student centered learning assistance programs, services and resources for all undergraduate students. Please visit the website to see the number of service WP offers to its students.

[Counseling Health & Wellness Center](#) – The Counseling, Health & Wellness Center is a welcoming and accepting environment that strives to empower William Paterson University students to make informed decisions about their physical and emotional well-being in order to promote lifelong health. Please take the time to visit the website and see what health and wellness services are available.

[Accessibility Resource Center](#) – the Accessibility Resource Center (ARC) is to assist students with documented disabilities by providing reasonable accommodations and services that ensures equal access to all programs, activities, and related benefits of the University's educational and professional programs. If a student needs to make accommodations with the Accessibility Resource Center, please complete the online [Student Application](#) or contact arc@wpunj.edu.



Master of Science in Athletic Training (38 credits)					
Summer Session I			Summer Session II		
ATP 5000	Prevention and Care of Injury and Illness in Athletic Training (hybrid)	4	ATP 5200	Pharmacology in Athletic Training (online)	2
ATP 5100	Sports Emergency Care	3	ATP 5300	Assessment of the Upper Body	3
	Total Summer I Credits	7		Total Summer II Credits	5
7 th semester (MS in AT)			8 th semester (MS in AT)		
ATP 5400	Therapeutic Modalities	3	ATP 5700	Therapeutic Exercise	3
ATP 5500	Assessment of the Lower Body	3	ATP 5800	Assessment of the Core Body and General Medical Conditions	3
ATP 5600	Clinical Experience in AT I	2	ATP 5900	Clinical Experience in AT II	2
	Credits	8		Credits	8
9 th semester (MS in AT)			10 th semester (MS in AT)		
ATP 6000	Clinical Experience in AT III (immersive experience)	4	ATP 6200	Current Topics in Athletic Training (online)	1
ATP 6100	Organization and Administration in Athletic Training	3	ATP 6300	Clinical Experience in AT IV	2
	Credits	7		Credits	3

MS in AT courses (38 credits)

ATP 5000 Prevention of Injury and Illness in Athletic Training 4 cr. (hybrid)
 ATP 5100 Sports Emergency Care 3 cr.
 ATP 5200 Pharmacology in Athletic Training 2 cr. (online)
 ATP 5300 Assessment of the Upper Body 3 cr.
 ATP 5400 Therapeutic Modalities 3 cr.
 ATP 5500 Assessment of the Lower Body 3 cr.
 ATP 5600 Clinical Experience in AT I 2 cr.
 ATP 5700 Therapeutic Exercise 3 cr.
 ATP 5800 Assessment of the Core Body and General Medical Conditions 3 cr.
 ATP 5900 Clinical Experience in AT II 2 cr.
 ATP 6000 Clinical Experience in AT III 4 cr. (immersive clinical experience)
 ATP 6100 Organization and Administration in Athletic Training 3 cr.
 ATP 6200 Current Topics in Athletic Training (online) 1 cr.
 ATP 6300 Clinical Experience in AT IV 2 cr.

Appendix B – Technical Standards^(2020CAATE-23F, 24Q)



The William Paterson University MS in AT is a rigorous and intense program that places specific requirements and demands on its enrolled students. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the MS in AT establish the essential qualities considered necessary for admitted students in order to achieve the knowledge, skills, and competencies of an entry-level athletic trainer. Students must also meet the expectations of the program's accrediting agency, the Commission on Accreditation of Athletic Training Education (CAATE). All students admitted into the MS in AT must meet the following abilities and expectations. These expectations are an integral and necessary component of this profession. In the event that a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into the MS in AT.

Compliance with the program's technical standards does not guarantee a student's eligibility for the Board of Certification (BOC) exam. To be considered for admission and to be retained in the MS in AT, candidates must demonstrate the following:

The mental ability to not only perform well academically, but to also apply the acquired classroom concepts to formulate assessment and therapeutic judgements and to be able to distinguish deviations from the norm.

Admission Criteria: a) Minimum 3.0 GPA in all in major and overall college coursework and b) earn no more than 3 grades of C or below (including a combination of C, C-, D+, D, and F grades) or 2 grades below C- (including a combination of D+, D, and F grades) in BIO 1120, BIO 1130, and SMED alpha courses. Included in this policy are the following: transferred grades of courses equivalent to BIO 1120, BIO 1130, SMED, and ATP alpha courses; the higher course grade of a course that the student has retaken (C- or below); grades of C or below in BIO 1120, BIO 1130, and SMED 2200, even though the minimum requirement for admission to the MS in AT is a C- in these courses.

Retention Criteria: a) Minimum 3.0 GPA in all college coursework and b) earn no more than 3 grades of C or below (including a combination of C, C-, D+, D, and F grades) or 2 grades below C- (including a combination of D+, D, and F grades) in BIO 1120, BIO 1130, SMED, and ATP alpha courses. Included in this policy are the following: transferred grades of courses equivalent to BIO 1120, BIO 1130, SMED, and ATP alpha courses; the higher course grade of a course that the student has retaken (C- or below); grades of C or below in BIO 1120, BIO 1130, and SMED 2200.

Sufficient postural and neuromuscular control, sensory function and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients.

Admission Criteria: a) Completion of a standard physical exam and signature page by health care provider, and b) ability to perform CPR and First Aid [Basic Life Support or equivalent] – documented with certification of completion.

Retention Criteria: a) Satisfactory performance on Oral Practical Exams and Student Evaluations by their Preceptor for all Clinical Experience courses as outlined in the Student Handbook and b) maintain CPR and First Aid [Basic Life Support or equivalent] – documented with certification of completion – as outlined in the Student Handbook.

The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds. This includes, but is not limited to, the ability to establish rapport with patients and communicate judgements and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice.

Admission Criteria: Satisfactory performance on the application requirements, including the interview by the AT Admissions and Retention Committee.

Retention Criteria: a) Satisfactory performance on Oral Practical Exams and b) Student Evaluations by their Preceptor for all Clinical Experience courses as outlined in the Student Handbook.

The ability to record the physical examination results and a treatment plan clearly and accurately.

Admission Criteria: Satisfactory performance on the application essay.

Retention Criteria: Satisfactory performance on Student Evaluations by their Preceptor for all Clinical Experience courses as outlined in the Student Handbook.

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

Admission Criteria: Satisfactory performance as defined by references provided by the applicant and during the interview with the AT Admissions and Retention Committee.

Retention Criteria: a) Satisfactory performance on Oral Practical Exams and b) Student Evaluations by their Preceptor for all Clinical Experience courses as outlined in the Student Handbook.

The perseverance, diligence, and commitment to complete the MS in AT as outlined by the policies and procedures in the Student Handbook.

Admission Criteria: Satisfactory performance on the application requirements, including the interview by the AT Admissions and Retention Committee.

Retention Criteria: a) Satisfactory attendance in class and clinical experiences as outlined in the course syllabi and b) Student Evaluations by their Preceptor for all Clinical Experience courses as outlined in the Student Handbook.

Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.

Admission Criteria: Satisfactory performance as defined by references provided by the candidate and during the interview with the AT Admissions and Retention Committee.

Retention Criteria: Satisfactory performance on Oral Practical Exams and Student Evaluations by their Preceptor for all Clinical Experience courses as outlined in the Student Handbook.

Interpersonal and communication skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

Admission Criteria: Satisfactory performance as defined by references provided by the applicant and during the interview with the AT Admissions and Retention Committee.

Retention Criteria: Satisfactory performance on Oral Practical Exams and Student Evaluations by their Preceptor for all Clinical Experience courses as outlined in the Student Handbook.

Candidates for selection to the MS in AT will be required to verify they understand and meet these technical standards. Students who require reasonable accommodations to meet the standards must work with the William Paterson University [Accessibility Resource Center](#) (ARC). The ARC, will determine eligibility for accommodation in accordance with applicable laws. While enrolled in the MS in AT, if at any point the student's health status changes impacting their ability to meet the technical standards as outlined above, the student must promptly inform the AT program director and work with ARC to determine whether the student may be reasonably accommodated.

I certify that I have read and understand the technical standards for admission and retention in the MS in AT listed above and I believe to the best of my knowledge that I can meet each of these standards with or without reasonable accommodation. I understand that I must continue to meet these standards throughout the duration of the MS in AT and be otherwise qualified with or without reasonable accommodation. If I believe I need accommodation, I will contact the ARC to establish eligibility for accommodation. Eligibility of services will be determined on an individual basis. I understand that if I am unable to meet these standards with or without accommodation, I will not be admitted into the MS in AT. I understand that if I cannot meet these standards once admitted, then I could be dismissed from the MS in AT.

Signature of Applicant _____

Date _____

Created by: D. E. Wujciak, MS, ATC and E. D. Feisner MA, ATC, CSCS (March 2001). Approved by Janet DeSenzo, Director, Accessibility Resource Center, (March 2001). Revised by: Linda Gazzillo Diaz, Ed.D., ATC with recommendations from Jacqueline Safont, JD, Director, Accessibility Resource Center and Glenn R. Jones, Esq., General Counsel to the University and the Board of Trustees (May 2016). Approved by: Glenn R. Jones, Esq., General Counsel to the University and the Board of Trustees (May 2016); Revised by Jaclyn Morrisette, Ph.D., ATC with recommendations from Linda Gazzillo Diaz, Ed.D., ATC and Robb Rehberg, Ph.D., ATC, NREMT Melissa Reardon Henry, General Counsel to the University and the Board of Trustees (June 2022).

Appendix C – Standard Physical Examination & Immunization Requirements

Name: _____ Banner ID# _____ Date of Birth _____ Date _____

Please note that this physical examination information will be confidential. Only the Athletic Training Program faculty and staff will have access to this information. This document will remain in the applicant's files in the Program Director's office.

Medical History (Please fill out the following information. Do not leave items blank. If an item does not pertain to you, write "N/A" or "None.")

Please note any allergies that you may have:

Insect stings _____ Bleach _____ Iodine _____ Alcohol _____ Tape _____ Prewrap _____ Tape Adherent _____ Latex _____

Medications (list) _____

Food (list) _____

Other (list) _____

Do you require glasses or contact lenses for vision correction? _____ If yes, which do you wear? _____

Do you have a history of asthma? _____ If yes, do you use an inhaler? _____

Do you have a history of diabetes? _____ If yes, are you insulin dependent? _____

Record of illness: Arthritis _____ Bronchitis _____ Epilepsy _____ Hepatitis _____ Hernia _____ Heat Illness _____

Other (please list) _____

Are you currently taking any medications? _____

If yes, list the medications and note for what condition each medication is taken _____

Please list all musculoskeletal/orthopedic injuries/conditions which you have had, including date of injury, surgical procedures, and/or rehabilitation for each injury/condition.

Please comment on any other physical conditions that you have that you should disclose.

Immunizations: You must attach a copy of your immunization record from your physician to this form in addition to filling out the information below.

Required:

MMR Vaccine – 2 doses of each required: Dose #1 ____/____/____ Dose #2 ____/____/____

Or Titer date: ____/____/____ Copy of lab report **must** be attached ☐

Hepatitis B series*: Dose #1 ____/____/____ Dose #2 ____/____/____ Dose #3 ____/____/____

Or Titer date: ____/____/____ Copy of lab report **must** be attached ☐

Meningitis ____/____/____ (required if live on campus)

Covid-19: Dose #1 ____/____/____ as indicated, Dose #2 ____/____/____ Brand Name: _____

Recommended:

Annual Flu Vaccine: ____/____/____

Hep A: Dose #1 ____/____/____ Dose #2 ____/____/____

Tetanus Vaccine ____/____/____ (within last 10 years)

Mantoux (TB) ____/____/____

TDap ____/____/____

*Hepatitis B Vaccine Declination: (fill out only if you have not begun nor completed your Hepatitis B series doses)

I (student name) _____, understand that due to my occupational exposure to blood or other potentially infectious materials I may be at risk of acquiring hepatitis B virus (HBV) infection. I have been advised by William Paterson University to be vaccinated with hepatitis B vaccine. However, I decline hepatitis B vaccination at this time. I understand that by declining this vaccine, I continue to be at risk of acquiring hepatitis B, a serious disease. If in the future, I continue to have occupational exposure to blood or other potentially infectious materials and I want to be vaccinated with hepatitis B vaccine, I should arrange to receive the vaccination series.

I declare the above information to be true to the best of my knowledge.

Applicant Signature

Date

Physical Examination (To be completed by a physician MD/DO)

Pulse: _____

Blood Pressure: _____

EENT Evaluation:

Thorax Evaluation:

Abdominal Evaluation:

Orthopedic Evaluation:

Vaccination Review: _____ Initial by MD/DO

Comments:

This individual is [☐] Cleared [☐] not Cleared [☐] Cleared pending _____
to perform the duties of an Athletic Training Student.

Physician (MD/DO) Signature

Date

Appendix D – Student-Athlete/Athletic Training Student Policy Form



Athletic Training Student (ATS): _____ Sport: _____

Student-athletes who are interested pursuing an athletic training education will most likely ask “Can I play a sport and be an athletic training student at the same time?” Although very difficult and time consuming, it is possible for student-athletes to be an athletic training student (ATS); however, the following Athletic Training Program policies exist:

1. Once admitted to the MS in AT, course sequencing will not be changed to accommodate the ATS/student-athlete due to the course content progression requirements.
2. If the student chooses to participate in their sport, the ATS/student-athlete must take responsibility for meeting all MS in AT academic requirements. MS in AT requirements are always a priority over the student’s sport activities when conflicts arise.
3. During the non-traditional season, the ATS/student-athlete must continue to make the MS in AT requirements a priority over their sport activities when conflicts arise.
4. The ATS/student-athlete will not be assigned their sport for any of their Clinical Experience in Athletic Training classes. Likewise, the ATS/student-athlete cannot take on the role of an ATS for their teammates at any time.
5. Student-athletes are bound by the same MS in AT academic and clinical policies and procedures as their non-student-athlete classmates.

Student-athletes with questions or concerns regarding this policy are encouraged to speak with the MS in AT Program Director.

I have read, understand, and agree to abide by these terms concerning my participation as an ATS in intercollegiate athletics.

ATS/student-athlete Signature: _____ Date: _____

Sport _____

I have read, understand, and agree to assist my student-athlete abide by these terms concerning his/her participation in the Athletic Training Program.

Head Coach Signature: _____ Date: _____

Sport _____

Revised effective Fall 2022



Policy:

There are inherent risks associated with providing patient care as an AT student. Although preventable, occupational exposure to blood borne pathogens does occur. AT students, faculty, and preceptors are required to practice preventative measures to prevent the incidental exposure to Bloodborne pathogens. Annual training is provide for all AT students and includes bloodborne pathogen information, Occupational Health and Safety Administration guidelines, and Universal Precautions for the healthcare provider. These efforts are intended to reduce occupational risk, prevent exposures, and ensure the utmost patient-clinician safety.

The following section provides a summary of information and regulations pertaining to bloodborne pathogens. The risk of transmission of bloodborne pathogens within the athletic training setting is associated with contact with blood and other body fluids. Hepatitis B (HBV), hepatitis C (HCV), and human immunodeficiency virus (HIV) are the diseases of main concern for the athletic trainer. An exposure incident is defined as follows: skin pierced, cut or scratched by a sharp object contaminated with blood or other potentially infectious body fluids, as well as, spills or splashes of blood or other potentially infectious material onto non-intact skin (cuts, hangnails, abrasions, chapped skin) or any mucous membrane. Although not all exposures result in an infection and the risk of infection may vary with such factors - as the pathogen involved, the type of exposure, the amount of blood involved in the exposure, and the amount of virus in the patient's blood at the time of exposure, AT Students are required to report all exposure incidences.

Procedure:

1. AT Students will undergo annual blood borne pathogen, OSHA, and Universal Precaution training to ensure that each student has an understanding of the risks associated with providing patient care, as well as the necessary preventative steps to ensure patient and clinician safety.
2. AT Students will be required to complete the training described above prior to beginning clinical experiences hours annually.
3. AT Students are required to practice Universal Precautions at all times while providing patient care.
4. To prevent an exposure to infection, adhere to the following guideline:
 - Avoid contact with blood and other bodily fluids when possible.
 - Use breathing barriers such as resuscitation masks, face shield, and bag valve masks (BVM) when giving rescue breaths to a victim.
 - Use gloves that are appropriate to the task and provide an adequate barrier.
 - Remove jewelry, including rings, before wearing disposable gloves.
 - Keep any cuts, scrapes, or sores covered before putting on protective clothing.
 - Do not use disposable gloves that are discolored, torn or punctured.
 - Do not clean or reuse disposable gloves.
 - Gloves should be disposed in an appropriate manner after use being careful that no substance from soiled gloves comes in contact with the hand upon removal.

[continued next page]

- All sharps should be disposed of immediately after use in a puncture-resistant container and never recapped, bent, or broken by hand.
- Contaminated areas should be cleaned immediately with an appropriate chemical germicide or freshly prepared bleach solution diluted (1:100 bleach/water ratio).
- Gloves and disposable toweling should be used and disposed of in an appropriate biohazard container.
- Bloodborne pathogen training occurs minimally on an annual basis prior to the beginning of the clinical experience.

If an exposure occurs:

1. Stop patient care immediately.
2. Wash exposed needle stick or cut area with hot soapy and water and clean the area with a topical antiseptic product.
3. Flush splashes of blood or bodily fluids to the nose, mouth, or skin with water and clean with a topical antiseptic product.
4. If eyes are exposed to blood or contaminated body fluids, flush with water or saline for 15 minutes.
5. Notify the supervising preceptor immediately, followed by the Clinical Education Coordinator and Program Director.
6. Seek immediate medical examination, diagnostic testing, and treatment for the potential exposure.
7. File WP MS in AT Form A – Bloodborne Pathogen Exposure Incident Report with the Clinical Education Coordinator and Program Director prior to returning to the clinical site.

Appendix F – Communicable Disease Policy & Procedures^(2020CAATE-26E)



Objective & Purpose:

The purpose of this policy is to establish a uniform course of action should an outbreak of a communicable disease occur at William Paterson University.

Definition:

A communicable disease is an infectious disease that is spread from person-to-person through casual contact or respiratory droplet. Almost any transmissible infection may occur in the community at large or within health care organizations and can affect both personnel and patients. Infectious diseases that occur frequently in the health care setting can include:

- Bloodborne pathogens
- Conjunctivitis
- Coronavirus
- Cytomegalovirus
- Diphtheria
- Gastrointestinal infections, acute
- Hepatitis A
- Herpes simplex
- Influenza
- Measles
- Meningococcal disease
- Mumps
- Parvovirus
- Pertussis
- Poliomyelitis
- Rabies
- Rubella
- Scabies and pediculosis
- Staphylococcus aureus infection and carriage
- Streptococcus infection
- Tuberculosis

Policy:

All Athletic Training Program students will be advised of medical care available from the University's Counseling, Health & Wellness Center.

All Athletic Training Program students are required to read and understand William Paterson University's [COVID-19 Health and Safety Information](#).

The Counseling, Health & Wellness Center shall be notified of suspected cases of any of the above diseases involving athletic training education program students or student athletes. Other potentially less serious infectious diseases, such as chicken pox, influenza, and pneumonia, will be handled on a case-by-case basis.

Refer to the WP MS in AT Appendix E – Bloodborne Pathogen Policy & Procedures regarding information on minimizing exposure to hepatitis and HIV.

[continued next page]

Procedure:

MS in AT Students: If an athletic training student experiences signs and symptoms of a communicable disease, they are to cease providing patient care immediately, and should report to the Counseling, Health & Wellness Center or their private medical practitioner for medical evaluation. The student should avoid contact with others if advised to do so by the physician.

If the student is diagnosed with a communicable disease, he or she shall notify their Preceptor and the MS in AT Director immediately. The Program Director may request medical documentation for extended absence from their clinical experience. Students who are diagnosed with a communicable disease will require a physician's clearance before they may return to their clinical rotation.

Patients: If the athletic training staff suspects that a patient has contracted a communicable disease, the patient will be immediately referred to the Counseling, Health & Wellness Center for medical evaluation. Athletic training staff will follow up with the Health Center staff via telephone.

If the patient is diagnosed with a communicable disease will require a physician's clearance before they may return to their respective sport.

Reference:

Bolyard, E.; Tablan, O.; Williams, W., et al. (1998) Centers for Disease Control and Prevention guideline for infection control in health care personnel, 1998. American Journal of Infection Control, 26(3), 289–354.

R. Rehberg (08/13/2020)

I, _____ (print name) understand and will comply by the Athletic Training Program Communicable Disease Policy.

ATS Signature _____

Date _____

Appendix G – WP Emergency Action Plan



In the event of an emergency the procedures below must be followed:

1. The first person who arrives at the emergency scene/victim is the First Responder. A primary survey must be taken first to assess the victim's condition. The victim's level of consciousness, airway, breathing and circulation must be assessed. If necessary, rescue breathing cardiopulmonary resuscitation (CPR), and/or the automated external defibrillator (AED) will be utilized (see item 5 below). Any severe bleeding must be controlled, following the bloodborne pathogens (OSHA) guidelines and standard first aid measures. If the victim exhibits any life threatening conditions or serious injuries, such as unconsciousness, compromised airway, abnormal or no breathing, diminished or no circulation, severe bleeding, shock, chest pain or pressure, fractures or dislocations, then the First Responder must instruct one bystander to call for an ambulance immediately, following the procedures below (items 3 and 4). If the First Responder is the only person on the scene, then he/she must place the victim(s) in the recovery position and call for an ambulance himself/herself. After calling for an ambulance, the First Responder must then return to the victim to provide any necessary care.
2. If the primary survey has been completed and the victim does not have any life-threatening conditions or serious injuries then a secondary survey will be performed. At this time, the extent of the injury should be determined. If the secondary survey reveals that the victim necessitates further immediate evaluation, then an ambulance should be summoned following the procedures below (items 3 and 4).
3. To call an ambulance, Campus Police must be notified by dialing extension **2301** from a campus phone or **(973) 720-2301** from a cell phone. The following information should be given to the dispatcher:
 - Caller's name
 - What happened
 - How many victims involved
 - Extent of injuries/conditions
 - Why an ambulance is warranted
 - Victims' location
 - Where someone will meet and guide the Police Officer/Ambulance Crew

In **Wightman Gym**, Campus Police can be called from the campus phones in the secretary's and faculty offices, the athletic training room, the locker rooms, and outside the weight room. A blue emergency phone is outside to the left of Wightman Gym on the Student Center side.

In the **Recreation Center**, there is a phone at the Control Desk.

In the **Fieldhouse**, there is a phone in the athletic training room, the equipment staff office, the men's and women's locker rooms, and the coaches' offices.

On the **athletic fields**, there are three blue emergency phones. Phones are located in between the softball field and field hockey/soccer fields, attached to the concession stand near the baseball and football fields, and across from the practice field at the end of the bleachers.

4. When Campus Police has been called, the First Responder must send one bystander to go to the facility's entrance to guide the Police Officer/ambulance crew to the scene. The First Responder must stay with the victim and give care if necessary and as appropriate.
5. AED utilization is necessary if a victim does not have a pulse. AEDs must only be utilized by those persons trained to utilize the equipment. The AED is in the alarmed cabinet by the faculty lavatory in the secretary's office in Wightman Gym. When using the AED, keep the alarmed cabinet door open. The alarm will sound, alerting bystanders to the scene for assistance. Latex gloves, pocket masks, two batteries, and two sets of electrodes are located in the cabinet with the AED for the First Responder's use. Utilize the data card in the AED, and give the data card to the ambulance crew once utilization of the AED has been completed.

Appendix H – Dress Code Policy



Policy:

Athletic training is an allied health profession, which requires athletic trainers and athletic training students to maintain an appropriate professional decorum while providing services to patients. Therefore, it is necessary for WP MS in AT students to present themselves in a manner consistent with the demands of an allied health profession. The following guidelines must be followed by students who are participating in their athletic training clinical education experiences:

1. Student must wear clothing which is appropriate in the athletic training setting.
2. Clothes must be clean and neat, and may not have any tears, rips or holes.
3. Students may not wear clothing which has graphics or advertisements which support alcohol, tobacco, and substance abuse of any kind, logos or graphics which may be misinterpreted, nor any other material which would be considered unprofessional or inappropriate for allied health professions.
4. Athletic training students are required to purchase and wear a WP MS in AT collared shirt during all athletic training room assignments and clinical rotations (unless otherwise noted below for basketball competitions). These shirts and other MS in AT logo clothing is purchased through the MS in AT online clothing distributor. Students will be notified the clothing purchase process during various times throughout the semester when the clothing store is open online.
5. WP MS in AT logo t-shirts may not be worn during athletic training room assignments and clinical rotations.
6. Students must wear appropriate footwear during their athletic training room assignments and rotations. Generally, sneakers or athletic footwear are appropriate. No open toed shoes or sandals are allowed. For events requiring students to wear dress shoes, the shoes must have closed toes, low heels, and allow the student to safely and effectively carry out the duties required.
7. Students are allowed to wear khaki pants or athletic pants during all athletic training room assignment and clinical rotations. Suggested colors are black or tan. Jeans, leggings, and yoga pants are not acceptable. During the warmer months, and with preceptor approval, khaki shorts may be worn provided they are mid-thigh in length or longer and appear professional.
8. Students may not wear "see through" or mesh clothing. Shirts must cover the midriff, and all shirts must be tucked in. Tight or revealing clothing is not acceptable. Low waist pants or shorts are not appropriate unless the shirt worn clearly covers the student's waist and hips when bending down and over.
9. It is important to remember to dress appropriately for practice situations. Students are likely to get dirty in the process of performing their duties. Please do not over dress for practice coverage.
10. For outdoor athletic competition events, students are expected to dress professionally. WP MS in AT shirts must be worn as stated in #4, and additional outerwear (i.e. an MS in AT jacket or fleece preferred) as appropriate for the environmental conditions. In the event of inclement weather, students must wear appropriate outer clothing (i.e. jackets, hats, gloves, rain gear, etc.) and footwear to provide protection from the weather. WP MS in AT outerwear clothing (such as jackets, wind shirts, pullovers, etc.) is not required, but may be purchased if desired.
11. Jackets, hats, or other clothing with logos or names of other schools or sports teams may not be worn. For indoor athletic competition events, students must wear a WP MS in AT logo collared shirt, neat pants (khaki or tan) and appropriate shoes. A sweater, sport coat, tie, dress pants, etc. are also appropriate for some events such as basketball and wrestling. Students must not wear skirts or dresses during any of their clinical experiences.
12. When traveling with athletic teams, students must abide by the MS in AT dress code. If athletic team coaches specifically require certain professional dress for their athletes (i.e. jacket, tie, dress pants), then the students must abide by the coaches' requests. However, the students must not violate the MS in AT dress code policy. If the team does not have a dress code, then the MS in AT dress code policy prevails.

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13. For affiliated site dress, students must abide by the MS in AT dress code policy. If preceptors specifically require certain professional dress for their athletic training students (i.e. jacket, tie, dress pants, affiliate school shirt), then the students must abide by the preceptors' requests, however, students must not violate the MS in AT dress code policy. If the affiliate site does not have a dress code, then the MS in AT dress code policy prevails.
14. Students are required to wear a wristwatch that displays seconds.
15. Face jewelry and other jewelry will be deemed acceptable on a case-by-case basis (i.e. Is it safe? Does it appear professional?) Jewelry must not interfere with students' athletic training duties. Students must look professional.
16. Students must be properly equipped at all times during clinical education experiences, and must carry or wear a kit (i.e. fanny pack, belt pack or sling pack) containing, at minimum, first aid and personal protective equipment including a pocket mask, gloves and gauze, tape, scissors, and bandages at all times during their clinical education experiences.
17. Hair, including facial hair, must be well groomed as to appear professional, and not interfere with students' athletic training duties.
18. No head wear of any kind can be worn in the athletic training room or other indoor athletic venues. Headwear worn for religious purposes, such as hijabs, kippahs, turbans, and headscarves, are exempt from this policy. Appropriate head wear may be worn at outdoor athletic venues with the approval of the supervising preceptor.

Ultimately, what is considered appropriate attire is to be determined by the athletic training faculty and staff on a case-by-case basis. In the event a student is in violation of the dress code, the violation will be immediately discussed with the student and he/she will be asked to immediately remedy the violation and/or leave the athletic training room or athletic venue. Violations of the dress code policy, will be subject to sanctions, which may include a reduction in clinical experience grade.

July 2005 (Revised) L. Gazzillo Diaz; May 2011(Revised) R. Rehberg. January 2020 (Revised) R. Rehberg. January 2021 (Revised) J. Morrisette



Policy:

As a student in the MS in AT, you may have access to patient records and personal information during clinical experiences. State and federal law requires healthcare providers to keep private a patient's protected health information (PHI). Protected Health Information (PHI) is defined as any individually identifiable health information regarding an employee's, a student's, and/or a patient's medical/dental history; mental or physical condition; or medical treatment. *(Examples of PHI include patient name, address, telephone and/or fax number, electronic mail address, social security number or other patient identification number, date of birth, insurance information, date of treatment, medical treatment records, medical enrollment records, or medical claims records.)* Healthcare providers may use a patient's PHI to develop a treatment plan, determine services covered by their insurance plan, and complete regular patient care. Any AT student, working under the supervision a preceptor, is also required to keep a patient's PHI confidential. An additional responsibility extends to all times "off duty" when they are not involved in direct patient care. Student adherence with HIPAA regulations is required. Any student who breaches patient confidentiality by sharing or having unauthorized access to protected health information will be dismissed from the AT program.

Students in the MS in AT are required to adhere to the guidelines set forth by the federal government's Health Insurance Portability and Accountability Act of 1996 (HIPAA). All patient information is considered confidential, and it is not to be used for purposes other than for its intended use.

Examples of breaches in patient confidentiality include, but are not limited to the following:

1. Removing patient's protected health information (PHI) from the clinical setting
2. Discussing protected health information (PHI) in any public space such as the cafeteria, corridors, parking lots, elevators or other areas where there is no expectation of privacy
3. Unauthorized access of protected health information without a valid "need to know"
4. Taking pictures of patients or patient's body parts
5. Recording of any information using audio/visual means in the clinical setting
6. Posting protected patient health information of any form on social media site.

Procedure:

1. While in the classroom students should present all written or verbal reports/records/assignments regarding patient encounters in a confidential, accurate, and in a respectful manner.
2. Didactic and clinical experience assignments should never include any PHI as defined by HIPAA.
3. If a student wishes to use PHI for any reason other than patient care, the student and preceptor are responsible for obtaining the appropriate permissions and releases to use the information.
4. Violation of this policy must be reported to preceptor, practicum instructor, clinical education coordinator, and program director using WP MS in AT Form B – AT Student Policy Violation. The preceptor, clinical education coordinator, and program director will be responsible for determining the course of action to report the violation to the necessary personnel.

[continued next page]

5. The Preceptor is responsible for following their own institutional policy and procedure, as well as notifying the patient(s) involved in a HIPAA breach.
6. A deliberate or accidental breach of PHI or other violation of this policy may result in the dismissal from the AT program.
7. All documentation of the incident and any disciplinary actions will be documented and filed in the student's record folder.

I hereby agree not to divulge or share any Protected Health Information (PHI) concerning any athlete/client/patient of an approved clinical site. During the performance of my assigned duties as an athletic training student, I recognize that I may have access to PHI required for athlete/client/patient assessments, treatments, and referrals. I recognize that any improper discussion of, or release of information concerning an athlete/client/patient to any unauthorized person is prohibited by law.

Appendix J – FERPA Policy^(2020CAATE-26G)



Policy:

The Family Educational Rights and Privacy Act (“FERPA”) of 1974, as amended, ensures the confidentiality of student educational records and restricts disclosure of such records to third parties, except as authorized by law. FERPA also affords students certain rights with respect to their education records. This policy outlines both the MS in AT student’s rights as a student, as well as the rights of the athlete/client/patient that the student may encounter during clinical experiences. MS in AT students may have access to confidential educational records related to the comprehensive nature of patient care in some settings. Protected information is to remain confidential and only accessed for purposes directly related to patient care under the direct supervision of a preceptor.

Students of all ages have rights regarding their education records and personally identifiable information, these rights include:

- The right to inspect and review the student’s education records within 45 days of the day the university receives a request for access.
- The right to request the amendment of the student’s education records that the student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.
- The right to provide written consent before the university discloses personally identifiable information from the student’s education records, except to the extent that FERPA authorizes disclosure without consent.
- The right to file a complaint with the U.S. department of education concerning alleged failures by the university to comply with the requirements of FERPA.

For the purposes of this policy, the following definitions will apply.

- Education Records. Education records include those records that are: (a) directly related to a student; and (b) maintained by the University or by a party acting for the University. This includes any information or data recorded in any medium including but not limited to; handwriting, print, tapes, film, email, microfilm, and microfiche, which is directly related to a student. The following categories of records are excluded from the definition of “Education Records:” institutional law enforcement records; employment records when the employment is not connected to student status, medical and mental health records used only for the treatment of the student; sole possession records, i.e. personal records about a student that are not shared with others, do not contain information provided directly by the student and are not used to make decisions about the student; grades on peer graded papers before they are collected and recorded by a faculty member.
- Personally Identifiable Information (PII). PII includes, but is not limited to: the student’s name; the name of the student’s parent or other family members; the address of the student or student’s family; personal identifiers such as the social security number, ID number or biometric record; other indirect identifiers such as the student’s date of birth, place of birth and mother’s maiden name; other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who the University reasonably believes knows the identity of the student to whom the education record relates.

[continued next page]

Procedure:

1. AT students must abide by federal regulations regarding all education records and personally identifiable information while members of the MS in AT, both during didactic and clinical experiences.
2. In the event that protected information, as stated above, is compromised and/or a breach has been identified, the AT student is to report the violation to the preceptor, clinical education coordinator, and program director. The preceptor is to then follow their own institutional policy and procedure for reporting FERPA violations.
3. The MS in AT student is to then file Form B recording the events in detail and submit the completed and signed for to the Program Director.
4. In the event that a MS in AT student's protected information has been compromised or breached, the program director is to report violation to the Kinesiology Department Chair and Dean's Office.

During the performance of my assigned duties as an AT Student, I recognize that I may have access to protected educational records and/or personally identifiable information related to a patient's care. I recognize that any improper discussion of, or release of information concerning an athlete/client/patient to any unauthorized person is prohibited by federal law. I also understand my rights as a student under FERPA.

Appendix K – Immunization Policy^(2020CAATE-24J, 26F, 27J)



Policy:

William Paterson University (WP) requires immunization and vaccination documentation to be on file for all students attending the University. The WP [policy](#) requires all new students to submit immunization records and be in full compliance with the University's immunization regulations. All undergraduate and graduate students enrolled in a program of study leading to an academic degree at any four (4) year public or independent institution of higher education in New Jersey are required to provide evidence of immunization as a prerequisite to enrollment.

- For the safety of our campus community, students who do not provide appropriate evidence of immunizations may be removed from campus during a communicable outbreak.
- Students who do not comply will have a registration hold placed on their account until all records are received.

In addition, in order to maintain accreditation compliance with the Commission on Accreditation of Athletic Training Education (CAATE)^(2020CAATE-24J), the WP MS in AT is required to verify and maintain immunization records for all professional phase athletic training students. As part of the Standard Physical Examination, students are to submit verification of immunizations after acceptance into the MS in AT.

Required Immunizations

- Measles, Mumps, Rubella (MMR) – 2 doses. Any student born after 1956 must provide vaccination documentation of two (2) doses of MMR. The first dose must be administered on or after your first birthday and the second dose must not be administered any less than one (1) month from the first. Laboratory blood tests that demonstrate immunity may be submitted in place of vaccination documentation. We must receive a copy of the blood work results in order to verify immunity.
- Hepatitis B – 2 or 3 dose series- NJ State law requires all new incoming students registered for 12 or more credits must provide proof of a completed Hepatitis B vaccine series. This can either be the two (2) dose adolescent series or the three (3) dose pediatric/adult series. Laboratory blood tests that demonstrate immunity may be submitted in place of vaccination documentation. We must receive a copy of the blood work results in order to verify immunity.
- Meningitis ACYW –1 or 2 doses.* NJ State law requires all students who intend to live in the residence life halls on campus must provide documented proof of one (1) dose of the meningitis vaccine. May require Meningococcal B vaccine. See [link](#) for more details.

*Two doses of Meningitis ACYW vaccine are recommended for adolescents 11 through 18 years of age: the first dose at 11 or 12 years of age, with a booster dose at age 16. If the first dose (or series) is given between 13 and 15 years of age, the booster must be given between 16 and 18. If the first dose (or series) is given after the 16th birthday, a booster is not needed.

Recommended Immunizations

The COVID-19, Annual Flu, Hepatitis A, Varicella (Chicken Pox), Tetanus, and HPV vaccines are highly recommended for all University students.

Exemptions

A request for exemption from these requirements due to religious beliefs may be submitted to the Counseling, Health and Wellness Center. The request must be in writing from the enrolled student if aged 18 or over and specifically state the religious doctrine that prohibits vaccination. Exemption from requirements based on medical reasons must be submitted to the Counseling, Health and Wellness Center in the form of a signed statement from a healthcare provider indicating a specific immunization is contraindicated due to a valid medical condition. This documentation will be reviewed annually.

Please note- a student with religious or medical exemptions from receiving immunizing agents may be temporarily excluded from classes and from participating in institution sponsored activities during a vaccine-preventable disease outbreak or threatened outbreak. This decision shall be made by the institution in consultation with the Commissioner, Department of Health and Senior Services or his or her designee. This exclusion shall continue until the outbreak is over or until proof of the student's immunization or immunity is furnished.

Appendix L – ECC Certification Policy & Procedures^(2020CAATE-26B)



Policy:

MS in AT students are required to maintain current Emergency Cardiac Care (ECC) Certification throughout the professional phase of the program. ECC certification courses must include Adult & Pediatric CPR, AED, Second Rescuer CPR, Airway Obstruction, and Barrier Devices (e.g., pocket mask, bag valve mask), and skills demonstration. Acceptable ECC providers are those adhering to the most current International Guidelines for Cardiopulmonary Resuscitation and Emergency Cardiac Care

Examples of courses that meet the ECC requirements can be found on the [Board of Certification website](#). Courses not listed on this site will be reviewed on a case-by-case basis. The Coordinator of Clinical Education will make the final determination as to whether or not courses not on the BOC list meet the requirements.

Successful completion of ATP 5100 Sport Emergency Care fulfills this requirement, providing the student pass all certification tests and is issued the appropriate certification card(s) upon completion. Athletic Training students are responsible for the costs associated with maintaining ECC certification throughout the professional preparation phase of the program.

Procedure:

1. Official proof of current ECC certification in the form of a certificate is required for admission to the professional preparation phase of the MS in AT.
2. Upon recertification or renewal of ECC certification, the athletic training student is required to submit an updated ECC certification card to the program director or clinical education coordinator prior to beginning their clinical experience. The student should file the original in their personal records as each student will need to upload the ECC certificate during the registration process for the BOC Exam.
3. Athletic Training Students with an expired ECC certification will not be allowed to participate in clinical experience hours.
4. ECC documentation will be filed in the student's record folder.

Appendix M – Standards of Professional Practice



The guidelines for the professional practice of students in the MS in AT at WP are outlined in the following documents:

Athletic Training Licensure Act, N.J.S.A. 45:9-37. Available: https://www.atsnj.org/sites/default/files/2020-03/athletictraininglaw%20as%204_24_19.pdf

New Jersey Department of Law and Safety, Division of Consumer Affairs, State Board of Medical Examiners Statutes and Regulations. N.J.A.C. 13:35-10. Available: <https://www.njconsumeraffairs.gov/bme/Pages/regulations.aspx>

Standards of Professional Practice, Board of Certification, Inc., Omaha, NE, Current Year. Available: <https://bocatc.org/wp-content/uploads/2024/01/SOPP-2024.pdf>

2020 Standards for the Accreditation of Professional Athletic Training Programs, Commission on Accreditation of Athletic Training Education, Austin, TX 78731-3193 Available at: <https://caate.net/Programs/Professional/Professional-Program-Standards>

Appendix N – Handbook Receipt



Athletic Training Handbook Receipt

I acknowledge that a copy of the MS in AT handbook for the current academic year at William Paterson University is located on the [program's website](#). My signature indicates that I will read the handbook, understand and agree to the terms in the handbook, and that I am responsible for knowing and complying with the policies and procedures outlined therein in order to remain in good standing in the MS in AT. I understand that the MS in AT policies and procedures may change to meet the needs of the program or accreditation at any time, for which I will be promptly notified in the event of a change, and I must comply with the changes immediately upon notification.

MS in AT Member Name [print]: _____

MS in AT Member Signature _____ Date _____

Form A – Bloodborne Pathogen Exposure Incident Report^(2020CAATE-27I)



**Bloodborne Pathogen
Athletic Training Student Exposure Incident Report**

Student Name:	DOB:
Banner ID #:	Student Phone #:
Preceptor Name:	Preceptor Phone #:
Clinical Site:	Clinical Class:
Date of Exposure:	Time of Exposure:

1. Location of Exposure:

2. In detail, describe how the incident occurred [if needed attach comments on separate piece of paper]:

3. Were there any witnesses or other individuals involved in the exposure, if so, list names:

4. Where did the AT Student receive medical examination and treatment? [attach documentation]

Athletic Training Student Signature **Date:**

Preceptor Signature **Date:**

Clinical Education Coordinator Signature **Date:**

Form B – AT Student Policy Violation^(2020CAATE-27C)



AT Student Handbook Violation Report

Student Name:	YOG:
Banner ID #:	Student Phone #:
Date of Violation:	Location:

WP MS in AT Policy and Procedure Handbook, code of conduct, or professional behavior violation:

Description/nature of violation:

Plan for discipline or course of action:

Athletic Training Student Signature

Date:

Program Director Signature

Date:

Form C – AT Student Dismissal/Withdrawal/Leave of Absence



AT Student Dismissal/Withdrawal/Leave of Absence Form

Student Name: _____ YOG: _____

Banner ID #: _____ Student Phone #: _____

PD Interview Date: _____

Reason for Dismissal/Withdrawal/Leave of Absence:

Plan for re-entry to the MS in AT, if applicable:

Recommendation/Action:

___ Dismissal with re-apply to the Athletic Training Program (_____/year)

___ Leave of Absence with plan to return (_____/semester/year]

Athletic Training Student Signature **Date**

Program Director Signature **Date**