MASTER OF SCIENCE IN ATHLETIC TRAINING PROGRAM

Academic Policy and Procedure Manual
2017-2018
Summer 2017

Boston University
College of Health and Rehabilitation Sciences: Sargent College
Department of Physical Therapy and Athletic Training
Athletic Training Program

Athletic Training Students:

The following academic and clinical policies and procedures reflect the requirements of the Master of Science in athletic training program. It is assumed that all persons enrolled in the athletic training program have read and accept these policies and procedures. These policies are in addition to those established by Boston University and the College of Health and Rehabilitation Sciences: Sargent College.

Please review this manual. Updated information or additions will be provided as necessary.

Sincerely,

Sara D. Brown, MS, ATC
Director, Programs in Athletic Training


Information in this manual is not intended to be fully comprehensive. Students should also refer to policies or procedures that are found in: BU Sargent College Graduate or Boston University Bulletin, Academic Conduct Code, Mugar Library Guidelines for Preparation of Theses and Dissertations, Boston University or BU Sargent College websites.

While every effort is made to keep all of these sources accurate, up-to-date, and in agreement with one another, occasional discrepancies may occur and will be resolved by consultation with the program director.
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Mission of Boston University

Boston University is an international, comprehensive, private research university, committed to educating students to be reflective, resourceful individuals ready to live, adapt, and lead in an interconnected world. Boston University is committed to generating new knowledge to benefit society.

We remain dedicated to our founding principles: that higher education should be accessible to all and that research, scholarship, artistic creation, and professional practice should be conducted in the service of the wider community—local and international. These principles endure in the University’s insistence on the value of diversity, in its tradition and standards of excellence, and in its dynamic engagement with the City of Boston and the world.

Boston University comprises a remarkable range of undergraduate, graduate, and professional programs built on a strong foundation of the liberal arts and sciences. With the support and oversight of the Board of Trustees, the University, through our faculty, continually innovates in education and research to ensure that we meet the needs of students and an ever-changing world.

Mission of College of Health and Rehabilitation Sciences: Sargent College

The mission of Boston University College of Health and Rehabilitation Sciences: Sargent College is to advance, preserve, disseminate, and apply knowledge in the health and rehabilitation sciences. BU Sargent College strives to create an environment that fosters critical and innovative thinking to best serve the health care needs of society.

Introduction to BU Sargent College

Boston University College of Health and Rehabilitation Sciences: Sargent College became part of Boston University in 1929. It originally was founded as a School of Physical Training in Cambridge, Massachusetts by Dr. Dudley Allen Sargent in 1881. Dr. Sargent built an international reputation as an innovator in health promotion and physical conditioning. With the expansion of knowledge about health and the increase in complexity of society’s health care needs, BU Sargent College continuously improves our degree programs to meet the needs of future professionals in health fields.

BU Sargent College: Academic Programs

Undergraduate programs include Athletic Training (phased out as of 2019), Health Science, Health Studies (undergraduate portion of the Doctor of Physical Therapy program), Human Physiology (pre-med), Dietetics, Nutritional Science (pre-med), Speech, Language and Hearing Sciences, and Behavior & Health (undergraduate portion of the Occupational Therapy program). Graduate programs are offered in Athletic Training, Human Physiology, Nutrition, Audiology, Occupational Therapy, Physical Therapy, Rehabilitation Sciences and Speech-Language Pathology.

Boston University Core Policies

Absence for Religious Reasons

Massachusetts law and Boston University policy requires faculty and staff to accommodate students who are absent due to religious observance.

Massachusetts General Law Chapter 151C, Section 2B, states:
Any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of his/her religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination, study or work requirement, and shall be provided with an opportunity to make up such examination, study, or work requirement which he may have missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effects shall result to any student because of his availing himself of the provisions of this section.

The University implements this law as follows:

- Students are permitted to be absent from class, including classes involving examinations, labs, excursions, and other special events, for purposes of religious observance. Class and other work shall be made up in consultation with the student’s instructors. All religious observances, within all religious traditions, are subject to this accommodation. A list of religious groups currently active on campus may be found at the Religious Life link on the University’s website.

- When preparing syllabi, instructors should be mindful of major days of religious observance. Please refer to [http://www.bu.edu/chapel/religion/](http://www.bu.edu/chapel/religion/).

- It is recommended that instructors provide students with the dates and times for examinations and other major course obligations at the beginning of the semester or summer session and that students inform instructors of conflicts due to religious observance very early in the semester, so that accommodations can be made.

- Once a student informs an instructor of a conflict due to religious observance, the instructor and student should seek to arrive at mutually acceptable alternative arrangements for class work and examinations. In general, the student must be given the opportunity to do appropriate make-up work that is equivalent to the original examination, assignment, or other academic exercise. This could be the same work with a different due date, or a substantially similar exercise at another time. Make-up examinations and work should be arranged so as to not create an unreasonable burden upon either the student or the instructor or school. To avoid misunderstandings, the agreed-upon arrangement should be put in writing. If, after discussion, the instructor and student cannot agree on an accommodation, the advice of the college Dean’s office should be sought.

- Students or teachers who would like advice or counsel about religious observance may call or email the Dean of Marsh Chapel (Robert Alan Hill, 617-358-3394, rahill@bu.edu) or the Director of Marsh Chapel (Raymond Bouchard, 617-358-3390, dympnha@bu.edu) for help in the administration of this policy.

**Attendance**

Students are expected to attend each class session unless they have a valid reason for being absent. Students may be required at any time to account for undue irregularity in attendance. Any student who has been excessively absent from a course may be required to withdraw from that course without credit. Students who expect to be absent from class for more than 5 days should notify the dean promptly.

Students absent from classes more than 2 days for illness should be under a physician’s care. Students who are absent 5 days or more for illness should present to BU Student Health Services a certificate of fitness from their physician or be examined at BU Student Health Services.
Suspension or Dismissal

Boston University, through its various faculties and committees, reserves the discretionary right to suspend or dismiss any student from the University for failure to maintain a satisfactory academic record, acceptable personal behavior, or for other reasons of health, safety, or welfare of the University community. It is University policy that no progress can be made toward a degree during a period in which the student is suspended from the University for disciplinary reasons.

The Academic Conduct Code is available online.

Disability Accommodation

Boston University provides reasonable accommodations to eligible individuals with disabilities in conformance with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990. Requests for disability accommodations must be made in a timely fashion to the BU Office of Disability Services, 19 Deerfield Street, Boston, MA 02215; 617-353-3658 (Voice/TTY). Students seeking accommodations must submit appropriate medical documentation and comply with the policies and procedures of the BU Office of Disability Services.

Sexual Misconduct / Title IX

Title IX of the Education Amendments of 1972 is a federal civil rights law that prohibits sex-based discrimination in federally funded education programs and activities. This law makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. Students who have been harassed or assaulted can find the appropriate resources at http://www.bu.edu/safety/sexual-misconduct/.

BU College of Health and Rehabilitation Sciences: Sargent College Core Policies

Professional Behavior

BU Sargent College strives to create an environment that fosters critical and innovative thinking to best serve the health care needs of society. This environment is made possible only through full participation of all members of the BU Sargent College community. A key expectation of this community of scholars, educators, practitioners and students is the adherence to the highest standards of professional and ethical behavior.

Academic performance is one indicator of success for BU Sargent College students. Students are also expected to demonstrate professional behavior, to accept responsibility for their actions, and to expect the same from their peers. Professional behavior is expected across environments, whether the student is engaged in clinical practice, classroom instruction, peer or faculty interaction, research or laboratory activities. Students are expected to know and comply with the specified rules for each of their academic and clinical experiences.

Students are evaluated on professional behavior in addition to academic performance. Failure to meet the standards for professional behavior may result in dismissal from the program. The specific responsibilities of students are outlined in this manual. (adopted by SAR Faculty, 12/98)

Specific program or course policies on professional behavior may be more specific than the College policy.
Graduation Deadlines

A graduation application must be submitted to the Academic Service Center by February 1 for May or September degree dates or by October 1 for January graduation. Students are responsible for the accuracy of their graduation applications.

Policies on Academic Dishonesty

Boston University College of Health and Rehabilitation Sciences: Sargent College is committed to creating an intellectual community in which both faculty and students participate in the free and uncompromising pursuit of learning. This is possible only in an atmosphere of mutual trust where the discovery and communication of truth are marked by scrupulous, unqualified honesty. The college expects all students to adhere strictly to the accepted norms of intellectual honesty in their academic and clinical work. It is the responsibility of the student to abide by the BU Academic Conduct Code.

Welcome to the Master of Science in Athletic Training Program

Department of Physical Therapy and Athletic Training Mission Statement

The mission of the Department of Physical Therapy and Athletic Training is to advance, disseminate, and apply knowledge in health and rehabilitation sciences. The department strives to develop critically thinking, innovative, and evidence-based professionals who engage in life-long learning and leadership in the areas of clinical practice, research, and community service.

Athletic Training Program Mission Statement

The mission of the athletic training program is to prepare its students to function as critical thinkers in a changing society. Our students will develop supervisory, management, communication, and critical thinking skills to become effective team members, life-long learners, and advocates for patients, the public, and health care professionals.

Program History

This graduate program leads to a Master of Science (MS) degree in athletic training. The undergraduate program, approved by the National Athletic Trainers' Association in June, 1993, accredited by the Commission for Accreditation of Allied Health Education Programs in 1998 and re-accredited in 2004 and 2011, now holds accreditation from the Commission on Accreditation of Athletic Training Education (CAATE). In 2015, the MSAT program was approved by the university, and the program was accredited by the CAATE in 2017.

Expected Student Outcomes

Graduates of the MSAT program from Boston University: Sargent College will:

1. Practice independently as athletic trainers.
2. Incorporate ethical, moral, and legal behavior into the practice of athletic training.
3. Use patient/client values and circumstances, research findings, outcomes, and clinical expertise to guide clinical decision-making.
4. Recognize the role of the athletic trainer as a healthcare provider within the larger context of a changing healthcare system.
Accreditation

The AT program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). Completion of the program leads to eligibility to take the Board of Certification examination.

CAATE
6836 Austin Center Blvd., Suite 250
Austin, TX  78731-3193
(512) 733-9700

Complaints can be filed with the CAATE, by contacting the CAATE at the above address or by submitting the complaint here: http://caate.net/contact/. Before filing a complaint with the CAATE, the student should explore all avenues to resolve the issue at the institution. Note that the CAATE does not accept anonymous complaints but does keep all information regarding the complaint confidential.

MSAT Program Curriculum and Course Descriptions

Program Curriculum

Year 1 – Summer
HS 581: Gross Human Anatomy (4)
AT 520: Functional Anatomy - AT (4)
AT 510: Examination & Treatment I (4)

Year 1 – Fall
HP 572: Principles of Evidence-Based Practice (3)
AT 511: Examination & Treatment II (6)
HP 531: Clinical Medicine I (4)
AT 525: Connecting Policy to Practice (3)
AT 597: Clinical Experience I (2)

Year 1 – Spring
AT 512: Examination & Treatment III (6)
HP 532: Clinical Medicine II (4)
AT 530: Behavioral Health (3)
AT 598: Clinical Experience II (4)

Year 2 – Summer
AT 599: Clinical Experience III (2)
PT 634: Diagnostics Procedures for Rehab Professionals (4)
AT 600: Clinical Experience IV (1)

Year 2 – Fall
AT 625: Evidence to Practice (3)

Short Academic Semester (late October to end of semester)
AT 630: Pharmacology (2)
AT 631: Health Promotion and Wellness (2)
AT 632: Health Care Management and Quality Improvement (2)
AT 633: Performance Enhancement in Sport (2)

Year 2 – Spring
AT 601: Clinical Experience V (1)
AT 650: Clinical Reasoning Capstone (2)
The website reflects the most current curriculum.

Course Descriptions

HS 581: Gross Human Anatomy [4; summer session 1]
Regional approach to the musculoskeletal, peripheral nervous, and circulatory systems of the human body. Laboratories reinforce the lectures by a study of osteology, prosected cadavers and live anatomy palpations.

AT 520: Functional Anatomy – AT [4; summer session 2]
Builds on a previous knowledge of human musculoskeletal anatomy to examine human movement. Principles of biomechanics, connective tissue behavior, and muscle physiology are integrated with joint structure and function to form the basis of understanding normal and pathological movement.

AT 510: Examination & Treatment I [4; summer session 2]: Prereq: HS 581
This is the first of a 3-semester course series provides the student with a process for prevention, examination, diagnosis, and treatment of patients. The course begins with study of the basic principles and underlying theories relating to examination and treatment techniques and applies them to examination, diagnosis and management of patients in acute distress. Includes certification in emergency cardiac care. Lecture and lab.

HP 531: Clinical Medicine I [4]
An overview of tissue response to injury, pain transmission, and pharmacology provide the foundation from which students will learn about physical agents and specific conditions from a medical perspective. Students will become familiar with the theoretical and practical application of physical agents as it relates to tissue response to injury and pain control. The laboratory portion of this course emphasizes safe and effective application of these modalities using a problem-solving approach to treatment planning and implementation.

HP 572: Principles of Evidence-Based Practice [3]
This course will develop essential skills for evidence-based practitioners in health care. Students will learn how to generate clinical questions; interpret, access, evaluate, and integrate relevant research literature; integrate their own clinical experience and the values and circumstances of their patients into principled clinical decision making; and select and use outcome measures to assess treatment effectiveness.

AT 511: Examination & Treatment II [6]
The second course in this 3-semester series focuses on application of the principles of prevention, examination, diagnosis, and treatment to patients with musculoskeletal conditions. The examination process emphasizes connecting identified impairments to the patient’s functional abilities and then designing interventions that maximize participation. Lecture and lab.

AT 525: Connecting Policy to Practice [3]
This class uses a case-based approach to learning about the development and implementation of policies and procedures that impact delivery and quality of care. Specific content that is linked to policy (such as concussion and catastrophic head and neck injury) will be introduced, with students gaining concurrent skill in the management of these conditions.

AT 597: Clinical Experience I [2]
This initial supervised clinical experience provides students with an introduction to clinical care. This course emphasizes foundations of clinical care, including the use of evidence to guide practice, cultural competence, interprofessional practice, communication, ethical decision-making, documentation, and patient-centered care. The discussion-based classroom component is designed to facilitate critical thinking and reflection on practice.
HP 532: Clinical Medicine II [4]
This course introduces the athletic training and physical therapy student to the normal and abnormal physiology of different body systems as well as differential diagnoses in common medical conditions. Factors associated with those body systems that influence AT or PT examination and intervention will be discussed. Also discussed is when referral to other practitioners is recommended and required.

AT 512: Examination & Treatment III [6]
The final course in this 3-semester series focuses on application of the principles of prevention, examination, diagnosis, and treatment to patients with musculoskeletal conditions. The examination process emphasizes connecting identified impairments to the patient’s functional abilities and then designing interventions that maximize participation. Lecture and lab.

AT 530: Behavioral Health [3]
The focus of this course is on identification, referral, and treatment options for patients with organic and non-organic mental health conditions.

AT 598: Clinical Experience II [4]
This supervised clinical experience provides students with continued clinical care opportunities. This course continues to emphasize foundations of clinical care, including the use of evidence to guide practice, cultural competence, interprofessional practice, communication, ethical decision-making, documentation, and patient-centered care. The discussion-based classroom component is designed to facilitate critical thinking and reflection on practice.

AT 599: Clinical Experience III [2]
This course provides students with interprofessional experience with a variety of healthcare providers. The clinical opportunity emphasizes examination and treatment of patients with non-musculoskeletal conditions.

PT 634: Diagnostics Procedures for Rehab Professionals [4]
This course will identify and describe various modes of imaging techniques and tests used in medical practice for the neuromusculoskeletal, cardiovascular, and pulmonary systems. The process of diagnosis in the context of the athletic trainer’s practice will be discussed. Identification of basic radiological pathology and tests results that directly impact care and prognostication will be emphasized, as well as integration of test/imaging results in the athletic training evaluation and plan of care. Correlation of test results with clinical examination findings will be emphasized to allow the student to engage in professional dialogue with other health care providers. (Credits: 4)

AT 600: Clinical Experience IV [1]
This full-time clinical experience is designed for immersion into supervised athletic training practice. Working closely with preceptors, students will gain continued experience in all aspects of athletic training practice. An on-line component provides a forum for reflection on practice and further development of foundations of clinical care. This experience begins in August and continues into October. Dates vary by sites.

AT 625: Evidence to Practice [3]
This course is designed to connect evidence to practice and is taken concurrently with AT 600: Clinical Experience IV. Delivered in a mixture of on-line and face-to-face formats, students will identify and respond to clinical questions, integrate quality of care measurements, and reflect on how evidence impacts their practice.

AT 630: Pharmacology [2]
This course provides information on pharmacology as it relates to athletic training practice.

AT 631: Health and Wellness Promotion [2]
The course emphasizes theory and strategies for behavioral change relating to healthy lifestyles and specific health conditions. Basic principles of nutrition and exercise as they pertain to individual health, and activity are included.
AT 632: Health Care Management and Quality Improvement [2]
This course focuses on fundamental principles of administration and evaluation of the delivery of athletic training services in the context of the larger health care system. Strategies to achieve the best patient outcomes by collecting, analyzing, and effecting change using qualitative and quantitative information will be emphasized.

This course emphasizes a client/patient-centered approach to the design and execution of training programs intended to prevent injury and maximize performance.

AT 601: Clinical Experience V [1]
This full-time clinical experience is designed for immersion into supervised athletic training practice. Working closely with preceptors, students will gain continued experience in all aspects of athletic training with an emphasis on interprofessional practice. An on-line component provides continual assessment and opportunities for reflection on practice. This experience begins in January and continues into April. Dates vary by sites.

AT 650: Clinical Reasoning Capstone [2] (2-week class; on-campus; comprehensive)
This culminating course features a series of activities designed to assess students’ readiness to practice as athletic trainers.

**Course Transfer Guidelines**

Students beginning the MSAT program will be permitted to transfer credits only for Gross Anatomy. In order for credits to transfer, course content and grade must be approved by the program director.

**Registration Procedures**

Registration

Prior to course registration, students meet with their academic advisor to obtain their advising code. This advising code allows students access to register for courses online at the Student Link.

MSAT students will be pre-registered for year 1 summer courses by the Assistant Dean for Student Services.

Students are responsible for registering on the Student Link for the correct amount of credits and courses as indicated in the Program Curriculum above.

**Course Adjustments**

Changes in a student's course or section enrollment involves dropping and adding courses. A student should consult with his/her advisor prior to dropping or adding a course, except where the drop/add consists merely of a change in section within the same course. The course adjustment forms are available in the ASC. The instructor of the course must sign a Course Adjustment form for an addition, but need not when a student is dropping a course. Withdrawal and refund policies are available from the ASC or at the University Registrar.

Financial assistance may be affected by the withdrawal from a course. [Withdrawal and tuition refund dates](#) and policies are available at the University Registrar website.

The following rules are used:
1. After the first 2 weeks of classes, no course may be added.
2. A course dropped during the first 5 weeks will not appear on the student’s permanent record and does not require the instructor’s approval.
3. A course dropped after the first 5 weeks will appear on the permanent record as a W (withdrawal). All courses must be dropped by the published date.
4. The final date to drop a course is 8 weeks prior to the last day of classes.

Auditing a Course

Students are permitted to audit BU Sargent College courses only at the discretion and permission of the instructor. A student who audits a course does not earn credits or a grade. Audited courses do not count toward completion of degree requirements. An auditor may not change his or her status after the fifth week of classes.

Auditors must attend classes regularly, do assigned readings, and participate in discussions, but they are excused from exams. Auditors are subject to the full tuition and fees of the course. Required courses may not be audited.

Course Overload Policy

Full-time graduate students are permitted to enroll in up to 18 credits per semester. Graduate students can register for 20 credits with the approval of their academic advisor. Students will be responsible for additional tuition charges.

Pass/Fail Policy

Course syllabi denote grading practices. Courses that meet degree requirements are all graded unless specified. Students may not choose to take required graded courses on a Pass/Fail basis.

Leave of Absence / Withdrawal Policies

A student may apply for a leave of absence or withdrawal from the university/college using the process described here and after notifying their faculty advisor and the program director.

A student may not apply for a leave of absence to avoid either probation or dismissal for academic reasons.

Academic Policies and Standards

Matriculation and Graduation Requirements

- The overall GPA includes all grades earned at Boston University and appears on the student’s permanent academic record. Repetition of a course does not remove the first grade earned from the permanent record.
- The MSAT professional GPA is composed of the grades achieved in the professional courses listed in the program curriculum.
  - A professional GPA of 3.0 (without rounding) must be maintained every semester and is required for graduation.
  - For professional courses that are repeated and the minimum grade is achieved, only the second grade earned is used to calculate the professional GPA.
- A minimum grade of C (graded course) or a grade of “Pass” (pass/fail course) in all professional courses is required.
  - A grade of W in a professional course is considered a course failure.
  - A professional course may be repeated only once to meet the requirements.
A maximum of 2 professional courses may be repeated.
Repeating a professional course will prolong the time needed to complete the program.

- Continuation to the next semester requires that the minimum grade requirement is met for each professional course in the previous semester.
- If a course is failed and the student is in good academic standing with a professional GPA of 3.0 or greater, the course must be repeated at its next offering.
- MSAT requirements must be completed within 2 years of the initial date of matriculation at Boston University.

The consequences for failure to meet these requirements are detailed in subsequent sections.

**Academic Probation**

- Students must achieve a minimum of 3.0 professional GPA by the end of the year 1 fall semester* and every semester thereafter to maintain good academic standing in the MSAT program.

  *Students who have a professional GPA of <2.6 at the end of the year 1 summer terms will be required to attain a GPA ≥2.9 by the end of the year 1 fall semester. Failure to achieve this 2.9 professional GPA will result in termination from the MSAT program.*

- Students who fail to meet the required 3.0 professional GPA by the end of the year 1 fall semester or at any point thereafter will be put on academic probation. This probation allows one additional semester to meet the minimum 3.0 professional GPA requirement. Failure to meet the 3.0 professional GPA standard at the completion of that subsequent semester will result in termination from the athletic training program.

- If at any time, it is not mathematically possible to achieve the required 3.0 professional GPA by the completion of the following semester, no probationary period will be provided and the student will be terminated from the MSAT program.

- Courses passed with a C or better cannot be repeated to improve the professional GPA.

- If the 3.0 professional GPA standard is met after one semester on probation, the student will be removed from academic probation and continue in the program in good academic standing.

**Termination of enrollment in the Master of Science in Athletic Training program for academic reasons**

Students can be terminated from the MSAT program for the following academic reasons:

- Failure to meet the standards imposed by an academic probation as described above or as stipulated by a Committee on Academic Policy and Procedure (PT/AT CAPP or SAR CAPP).

- Unsatisfactory completion (a grade of C- or below, or a W, or failure to pass a pass/fail course) of three or more professional courses.

- Failure to receive a passing grade (C or better; Pass) in a repeated professional course.

- Failure to receive a passing grade (C or better; Pass) in a professional course while on academic probation.

- Failure to meet degree requirements in the specified time frame.
A student whose matriculation has been terminated has the right to petition the Physical Therapy and Athletic Training Committee on Academic Policy and Procedures (PT/AT CAPP) for reconsideration.

**Graduation Procedures**

The University awards degrees three times each year: May, September and January. September and January graduation dates are always the 25th of each month, while the commencement day in May varies by academic year.

Students may participate in May graduation ceremonies without receiving their diploma if they are eligible to graduate by September or have completed all credited coursework required for the degree.

**Grading Policies**

**Grade Changes**

Once officially recorded, grades may be changed only by the instructor through the filing of an official grade change form. Students have responsibility for checking with the instructor and with the University Registrar to be certain the grade change has been recorded. No grades can be changed once the student officially graduates.

**Incomplete Coursework**

No incomplete grades will be reported unless the instructor and the student have conferred, the student has presented a sufficient reason why the work of a course cannot be completed on schedule, and the instructor has assigned a date within the succeeding 12 months by which time all course requirements must be completed. No degree credit for incomplete courses will be granted unless the work is completed by the date assigned, which must be no later than 1 calendar year of the date on which the incomplete date is reported.

Incomplete grades must be resolved prior to continuing with other courses in the professional program, including those with clinical education components.

If coursework remains incomplete on the assigned date or 12 months after the I grade has been awarded, whichever comes first, the I grade will be changed automatically and permanently to an F grade.

**Disputing a Grade**

A student who questions the final grade in a Department of Physical Therapy and Athletic Training course must bring his/her concerns to the course instructor within 6 weeks of issuance of grade reports.

**Grading Scale**

The MSAT program follows the below BU Sargent College grading policy:

- 92.5 or above............. A...............4.0
- 89.5 - 92.4............... A-...............3.7
- 86.5 - 89.4............... B+...............3.3
- 82.5 - 86.4............... B...............3.0
- 79.5 - 82.4............... B-...............2.7
- 76.5 - 79.4............... C+...............2.3
- 72.5 - 76.4............... C...............2.0
- 69.5 - 72.4............... C-...............1.7
EXAM POLICIES

Missed Examinations

Students who are unable to attend an examination must provide the instructor with a valid reason for the absence PRIOR to the start of that exam. Acceptable reasons for absence may include illness, religious holiday, death in the family, natural disaster, or travel with a team. Documentation may be required. Failure to follow this procedure will result in a grade of zero for the missed exam.

Students must take immediate responsibility for arranging a make-up exam with the instructor. Make-up exams are not necessarily automatic, and are given at the discretion of the instructor. Failure to make acceptable arrangements within 1 week of the scheduled exam date will result in a grade of zero for the missed exam. The format of the make-up exam is up to the instructor.

Illness During Exams

Students who become ill during an exam must notify the instructor DURING the exam. Make up exams and alternate considerations for illness are given at the discretion of the instructor.

Exam Grade Justification

A student who wishes to question the accuracy or justification of an exam grade must do so within 2 weeks of receiving the grade. Requests received after that time need not be considered by the instructor.

Final Examinations

No student shall take more than 2 examinations per day during the examination period. In the event that a student is scheduled to take more than 2 examinations in 1 day, he/she will be allowed to reschedule one of the examinations to another examination day chosen in conjunction with the instructor, to be taken at a central, proctored location provided by the university.

No final examinations may be held outside the designated final exam period, with the exception of those courses that do not follow the usual university semester calendar.

COURSE EVALUATIONS

The department requires that all department-taught courses be evaluated by students each semester. A computer-scored standard form is used. The Department of Physical Therapy and Athletic Training further requires that students be offered the opportunity to submit in writing additional comments on the course and instructor(s). Course evaluations are conducted within the last 2 regularly scheduled meeting times for the class.

Course evaluations are used by instructors to improve both their own teaching skills and the design and implementation of their courses. The evaluations are further used by the department and college to assess the instructor's performance for such issues as contract renewal, merit, promotion, and tenure.

All course evaluations, including any written comments submitted by the class are collected (either written or on-line) and delivered to the program coordinator for the Department of Physical Therapy and Athletic Training. Faculty receive evaluations only after final grades for the semester have been submitted.
Academic Advisors

Students are assigned to an AT program faculty member for assistance and advice throughout their academic careers. Students who feel that a different advisor will improve their advising situation may ask the program director or department chair for a change.

Faculty advisor responsibilities are to:

- be available by appointment and during office hours.
- provide professional and academic guidance.
- advise students of available university counseling services if needed.
- meet with advisees at each registration period to approve course selections.
- advise students regarding petition processes.

Academic Services Center (ASC)

To supplement student advising through the appropriate departmental faculty, the BU Sargent College Academic Services Center (ASC) offers advising concerned with university academic and registration processes, general program and degree requirements, and accuracy of the individual student's education academic record.

Educational Resource Center (ERC)

The ERC offers students a variety of seminars on studying and test-taking, as well as individual coursework tutoring. The student can either be self-referred or referred by the advisor for services.

Petition and Appeals Process

Department of Physical Therapy and Athletic Training Committee on Academic Policy and Procedures (PT/AT CAPP)

Any student seeking variance from a program or department policy or procedure may petition for reconsideration if he/she can present pertinent evidence that may affect the decision. In general, personal, health, social or emotional problems not brought to the attention of the student’s advisor or instructor(s) at the time of the poor performance are insufficient grounds for a reconsideration of academic status.

To submit a petition, the student must:

1. Complete the Formal Student Petition form. In addition to the completed form, the petition should include a letter describing the reasons the student believes a variance in policy is indicated in his/her case. The petition should also provide documented evidence in support of the petition as warranted. Students are encouraged to work with their academic advisors to formulate the petition and to get the deadline for submission.

2. Submit the petition to the chair of the Department of Physical Therapy and Athletic Training Committee on Academic Policy and Procedure (PT/AT CAPP) by the designated date and time. This date and time changes each semester.

The student will be informed of the PT/AT CAPP’s decision. If the issue remains unresolved or the student believes he/she has not received due process, the student may appeal the decision to BU Sargent College’s Committee on Academic Policy and Procedure (SAR/CAPP).

BU Sargent College Committee on Academic Policies and Procedures (SAR/CAPP)
The purpose of the SAR/CAPP is to assure that the standards set by the college at large and academic policies set by the faculty of individual programs are consistently applied in a non-prejudicial and non-discriminatory manner.

Therefore, SAR/CAPP will consider petitions that involve academic standards and policies if students have pertinent additional information not previously presented; if there are extenuating circumstances that justify deviation from, or exception to, stated rules; or if students feel that the departmental committee or a faculty member has not dealt with them in a fair manner.

Petitions to SAR/CAPP to reconsider academic or disciplinary actions against a student must be submitted at least one week prior to the start of the semester following the initial departmental action. The committee must schedule the hearing to act on the petition no later than 14 days after the completed petition is received.

SAR/CAPP will inform the student of the scheduled hearing date. The student will be requested to submit all pertinent materials to the committee in advance of the hearing. The student has the right to present his/her case in person if so desired. The committee may request the attendance of other individuals who may speak to the issue(s) under consideration. The student will be notified of the committee’s decision in writing within 5 days after the hearing.

For decisions made by SAR/CAPP, an appeal to the dean will be allowed only in the event of significant additional information and/or extenuating circumstances.

All academic conduct and standards cases are subject to the review and final determination, including determination of sanction, by the provost of Boston University or his or her designated representative.

Matters relating to a course taken by a student in a school or college other than the one in which the student is enrolled are subject to the determination of the school or college in which the course is offered. Disciplinary or academic actions against a BU Sargent College student by other segments of the university will be reviewed by the dean of BU Sargent College. Any student terminated from a program within BU Sargent College for disciplinary reasons is automatically terminated from the college.

Students may petition SAR/CAPP to consider non-academic issues such as charges of discrimination or sexual harassment by faculty, staff or students. Students are urged to seek redress within the appropriate department(s) whenever possible, but SAR/CAPP will hear unresolved issues, or those which might cross departmental lines. As in all cases, due process as described by the Boston University Code of Student Responsibilities will be followed.

**Required Verifications and Trainings**

MSAT students must verify each of the below. The processes for these verifications are provided to each student upon entering the program.

Each student must verify that he/she:

1. has the ability to meet the program’s [technical standards](#) with or without reasonable accommodations.  
   [This was done at the time of application and is repeated at the beginning of the program.]

These technical standards are necessary for full participation in the curriculum and it is expected that students will function independently, which generally means, without the aid of an intermediary, to achieve proficiency in all curricular areas. Applicants and students should review the technical standards for the MSAT program carefully. A student who has a disability may request reasonable accommodations. Students who feel
they may require accommodations in order to complete the curriculum due to a disability must work with the BU [Office of Disability Services](#) to discuss possible accommodations.

2. has an immunization status consistent with university requirements;
3. has read and understands the program’s communicable disease policy;
4. has accessed, reviewed, and understands the MSAT program policy and procedure manual;
5. has been annually screened for tuberculosis; and
6. understands that criminal background checks, including fingerprinting or drug testing, may be required.

Students must also participate in the following annual trainings:

1. patient privacy and confidentiality training
2. infection prevention and control procedures
3. emergency cardiac care. [Students may not participate in clinical experiences without current ECC certification. Students are required to renew ECC certification annually, regardless of the duration of the certification provided by the course.]

**Additional Costs Associated with the MSAT Program**

Students are responsible for the following additional expenses:

- Emergency Cardiac Care certification (renewal required annually). Initial certification is part of AT 510 Examination and Treatment I at no cost. Recertification courses are offered annually through the AT program.

- Attire: Students are given several shirts. Additional shirts may be purchased. Students must have suitable clothing and a watch with a second hand (see later in this document) to wear during their clinical experiences.

- Transportation: Students will be assigned clinical education experiences in the greater Boston area during the first year of the program which may involve use of public transportation or may require use of a car. During the second year, clinical experiences broaden to include other sites around the country. Costs involved with these experiences are the responsibility of the student.

- Annual tuberculosis test (Mantoux or other verification)

- Fingerprint analysis for criminal background check if required by the clinical site.

- A personal kit for athletic training supplies is required in year 2 of the program.

- Additional costs, including housing and meals, may be associated with clinical education experiences that occur over the summer or over the winter break.

**Program Communication**

Each student must have an [electronic mail account](#) (@bu.edu) and check it every few days.
Students should also visit the program Blackboard site once each week. Among other things, this site stores documents (such as this one) for easy access.

**Work Opportunities**

Work-study and student employment positions may be available both through the Athletic Training Services, the Department of Physical Therapy and Athletic Training, and around the university. Interested and qualified students should apply for these positions in March of the preceding academic year. (See the Director of Athletic Training Services for the Athletic Training Services positions and the Department of Physical Therapy and Athletic Training Assistant to the Chair for positions in the education program.) These jobs are primarily clerical in nature and are open to all qualified students.

**Clinical Education**

**Clinical Education Overview**

Courses with clinical education components include simulations and clinical experiences with real patients designed to prepare athletic training students for clinical practice. Simulations include low-stakes (exposure) and high-stakes (evaluated) scenarios developed to replicate patient-care scenarios with varied degrees of authenticity (low-fidelity → high fidelity). Simulations are integrated throughout the program. Clinical experiences provide opportunities for students to demonstrate competence of curricular content in real patient-care settings, supervised and guided by a preceptor. Clinical experiences are arranged by the Director of Clinical Education for the AT program and include both part-time and full-time experiences.

Supervision is inherent in our clinical education model. Supervision means that your preceptor is immediately accessible at the venue where you are.

**Requirements for Success in Clinical Experiences**

*Satisfactory Progress of Clinical Performance*

Clinical performance is assessed via an ongoing process that occurs throughout each, and across all, clinical experiences. The assessment process includes a combination self-reflection and preceptor feedback related to core areas of athletic training practice. Students track their progress in each area identifying their role in decision making, feedback received from preceptors throughout the experience, plan for improvement, and self-assessment of their degree of progress towards achieving competence. Preceptors complete a final assessment of progress towards competence at the end of each experience. The minimum expectation is that students demonstrate “developing competence” in all areas at the end of each clinical experience with the exception of the final evaluation in which competence must be achieved.

*Professional and Ethical Behavior*

Clinical education is an extension of the classroom and professional behavior is expected. Some behaviors, particularly those that compromise patient care, may necessitate immediate removal from the clinical experience. Unprofessional behavior in clinical education necessitates remediation and may impact the course grade or result in termination from the MSAT program.

The Professional Behaviors Assessment (PBA) is used to assess important professional behaviors that successful clinicians demonstrate. Preceptors complete a mid- and end-experience PBA of students during each clinical experience. Minimum expectations for successful evaluation on the PBA are identified in the syllabus for each clinical experience course.

During clinical experiences, students will have access to patients’ confidential personal and medical records. Students shall only access patient information as necessary for the purposes of direct patient care and/or when specifically directed to do so by their preceptor for the purposes of the clinical experience. Blatant violations of patient privacy and/or confidentiality will result in immediate expulsion from the AT program.
**Documentation of Time Spent in Clinical Education**

Documentation of the amount of time spent in clinical experiences is required to ensure that course requirements are met. Each week, students must document the time spent and a brief summary of activities for the week and have it verified by their preceptor. Hours spent traveling with a team should not be included in the weekly tally.

**What to Wear**

- Clothes becoming of a healthcare provider
- Hair pulled back
- Shoes that you can run in
- Name tag
- Watch with a second hand

**What Not to Wear**

- leggings, yoga pants
- sweat suits
- jeans
- dangling jewelry (should have no danger of catching or causing injury)
- long fingernails (must be suitable for manual therapy)
- tank tops
- open-toed shoes
- tongue and lip jewelry (may interfere with ECC)
- fake fingernails (associated with disease transmission)

**COMMUNICABLE AND INFECTIOUS DISEASE POLICY**

Students who are sick and suspect that the disease may be communicable, may not engage in patient care and should contact their preceptor to discuss their situation.

**CRIMINAL BACKGROUND CHECKS**

Criminal background checks may be required by some clinical sites. Specific procedures are dictated by the clinical site and are facilitated by the Clinical Education Services office, Sargent room 218. History of a criminal background may disqualify students from participating in clinical experiences, which are required for successful completion of the degree program.

**POTENTIAL RISKS**

Participation in the clinical experience exposes students to potential risks including:

- being struck by a flying object (ball, puck, bat, stick, shot-put),
- colliding with participating athletes,
- contacting harmful chemicals (bleach, Virex, etc.),
- contacting blood or other bodily fluids, and/or
- falling/slipping on playing surface.
Steps that minimize these risks will be discussed both in the classroom and by your preceptor at the beginning of each experience. An awareness of situations that are potentially harmful is crucial in this process.

**Facility Contracts**

Below is a summary of the information included in clinical affiliation agreements we have with our off-campus clinical sites. The contract is available in the Clinical Education Services office, Sargent room 218, in its entirety.

The University will
1. Select only students who have completed all prerequisites for clinical education.
2. Inform the Facility about the clinical education goals and objectives and evaluation forms.
3. Inform the Facility of the level of training of the student.
4. Cover the student with Student Professional Liability Insurance while participating in a University-sanctioned curricular activity.
5. Coordinate the clinical experience with academic aspects of the educational program.
6. Notify the Facility immediately in the event of a cancellation or change in student assignment.
7. Withdraw the student if progress, achievement or adjustment does not justify continuation.

The Facility will
1. Provide a supervised program of clinical education compatible with the goals and objectives of the University.
2. Submit names, resumes and professional credentials of all clinical supervisors, and information regarding the Facility.
3. Orient the student regarding policies and procedures of the facility.
4. Utilize an infectious disease policy that conforms to the most recent CDC recommendations for healthcare settings.
5. Retain full responsibility for care and welfare of clients/patients.
6. Determine the number of students to be accepted and inform the University of any changes in staffing or service that might affect these numbers.
7. Evaluate the student and inform the University of the student’s abilities.
8. Suspend or request withdrawal of any student whose performance is detrimental.
9. Permit inspection of its facilities, records, or other items that pertain to the student program.
10. Maintain a comprehensive general liability policy for all staff.

The Student will
1. Respect and guard the confidentiality of information regarding clients/patients.
2. Adhere to the policies and procedures of the University and Facility.
3. Be under the Facility’s supervision and control.
4. Provide appropriate uniforms when necessary.
5. Arrange transportation when necessary.
6. Obtain meals and housing when not arranged by the Facility.
7. Provide to the Facility evidence of a physical examination and other medical tests, if required.
8. Provide to the Facility evidence of health insurance, if required.
9. Obtain prior written permission from the University and the Facility before publishing any material relating to the clinical experience.
10. Obtain medical care at own expense as needed.