



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

## **MASTER OF SCIENCE ATHLETIC TRAINING PROGRAM**

### **Academic Policy and Procedure Manual 2020-2021**

Fall 2020

Athletic Training Students:

The following 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,

A handwritten signature in black ink, appearing to read "Kimberly Mace".

Kimberly Mace, DAT, ATC  
Director, Program in Athletic Training

#### Scope of the Athletic Training Program Academic Policy & Procedure Manual

Information in this manual is not intended to be fully comprehensive. Students should also refer to policies or procedures that are found in: *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.

## Table of Contents

<b>WELCOME TO BOSTON UNIVERSITY COLLEGE OF HEALTH &amp; REHABILITATION SCIENCES: SARGENT COLLEGE</b>	<b>1</b>
MISSION OF BOSTON UNIVERSITY	1
INTRODUCTION TO BU SARGENT COLLEGE	1
<b>BOSTON UNIVERSITY CORE POLICIES</b>	<b>1</b>
ATTENDANCE	1
ABSENCE FOR RELIGIOUS REASONS	1
SUSPENSION OR DISMISSAL	2
DISABILITY ACCOMMODATION	2
SEXUAL MISCONDUCT / TITLE IX	3
UNIVERSITY POLICIES: GRIEVANCE AND NONDISCRIMINATION	3
<b>BU COLLEGE OF HEALTH AND REHABILITATION SCIENCES: SARGENT COLLEGE CORE POLICIES</b>	<b>3</b>
PROFESSIONAL BEHAVIOR	3
MARIJUANA & SUBSTANCE USE	3
GRADUATION DEADLINES	3
POLICIES ON ACADEMIC DISHONESTY	4
<b>WELCOME TO THE MASTER OF SCIENCE IN ATHLETIC TRAINING PROGRAM</b>	<b>4</b>
DEPARTMENT OF PHYSICAL THERAPY AND ATHLETIC TRAINING MISSION STATEMENT	4
ATHLETIC TRAINING PROGRAM MISSION STATEMENT	4
PROGRAM HISTORY	4
EXPECTED STUDENT OUTCOMES	4
ACCREDITATION	4
<b>MS-AT PROGRAM CURRICULUM AND COURSE DESCRIPTIONS</b>	<b>5</b>
PROGRAM CURRICULUM	5
COURSE DESCRIPTIONS	5
<b>COURSE TRANSFER GUIDELINES</b>	<b>9</b>
<b>REGISTRATION PROCEDURES</b>	<b>9</b>
REGISTRATION	9
COURSE ADJUSTMENTS	9
AUDITING A COURSE	9
COURSE OVERLOAD POLICY	9
PASS/FAIL POLICY	9
LEAVE OF ABSENCE / WITHDRAWAL POLICIES	10
<b>ACADEMIC POLICIES AND STANDARDS</b>	<b>10</b>
MATRICULATION AND GRADUATION REQUIREMENTS	10
ACADEMIC PROBATION	10
TERMINATION OF ENROLLMENT IN THE MASTER OF SCIENCE IN ATHLETIC TRAINING PROGRAM FOR ACADEMIC REASONS	11
GRADUATION PROCEDURES	11
<b>GRADING POLICIES</b>	<b>12</b>
GRADE CHANGES	12
INCOMPLETE COURSEWORK	12
DISPUTING A GRADE	12
GRADING SCALE	12
<b>FINAL EXAM POLICIES</b>	<b>12</b>

<b>COURSE EVALUATIONS</b>	<b>13</b>
<b>STUDENT ADVISING</b>	<b>13</b>
ACADEMIC ADVISORS	13
ACADEMIC SERVICES CENTER (ASC)	13
EDUCATIONAL RESOURCE CENTER (ERC)	13
<b>PETITION AND APPEALS PROCESS</b>	<b>13</b>
DEPARTMENT OF PHYSICAL THERAPY AND ATHLETIC TRAINING COMMITTEE ON ACADEMIC POLICY AND PROCEDURES (PT/AT CAPP)	13
BU SARGENT COLLEGE COMMITTEE ON ACADEMIC POLICIES AND PROCEDURES (SAR/CAPP)	14
<b>REQUIRED VERIFICATIONS AND TRAININGS</b>	<b>14</b>
<b>ADDITIONAL COSTS ASSOCIATED WITH THE MS-AT PROGRAM</b>	<b>15</b>
<b>COMMUNICABLE AND INFECTIOUS DISEASE POLICY</b>	<b>15</b>
<b>PROGRAM COMMUNICATION</b>	<b>15</b>
<b>WORK OPPORTUNITIES</b>	<b>16</b>
<b>CLINICAL EDUCATION</b>	<b>16</b>
CLINICAL EDUCATION OVERVIEW	16
PROFESSIONAL AND ETHICAL BEHAVIOR	16
WHAT TO WEAR	16
WHAT NOT TO WEAR	16
<b>CRIMINAL BACKGROUND CHECKS</b>	<b>17</b>
<b>POTENTIAL RISKS</b>	<b>17</b>
<b>CLINICAL AFFILIATION CONTRACTS AND OBLIGATIONS</b>	<b>17</b>

## WELCOME TO BOSTON UNIVERSITY COLLEGE OF HEALTH & REHABILITATION SCIENCES: SARGENT COLLEGE

### 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.

### 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. Undergraduate programs include 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. Graduate programs are offered in Athletic Training, Human Physiology, Nutrition, Audiology, Occupational Therapy, Physical Therapy, Rehabilitation Sciences, and Speech-Language Pathology.

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.

## BOSTON UNIVERSITY CORE POLICIES

### Attendance

The MSAT program follows the BU Attendance Policy which can be found at <https://www.bu.edu/academics/policies/attendance/>

### 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 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 may have been 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/>.
- 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](mailto:rahill@bu.edu)) or the Director of Marsh Chapel (Raymond Bouchard, 617-358-3390, [dymphna@bu.edu](mailto:dymphna@bu.edu)) for help in the administration of this policy.

## 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/>.

## University Policies: Grievance and Nondiscrimination

Boston University policies pertaining to filing a [grievance](#) and [nondiscrimination](#) are available at various places on the Boston University website.

## 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).

Program or course policies on professional behavior may be more specific than the College policy.

### Marijuana & Substance Use

The possession or use of marijuana (in any form, with or without a prescription) and other controlled substances on BU's campuses is prohibited by federal law and is grounds for discipline by the University. Similarly, impairment due to the use of marijuana (again, in any form, with or without a prescription) or other controlled substances during Sargent program activities (e.g. in class, at fieldwork sites) may also subject a student to disciplinary action by the College. While Sargent does not currently conduct drug tests of students in its professional programs, we cannot guarantee that all clinical/fieldwork sites which Sargent students might participate in do not conduct drug testing and/or that they would accommodate any student who uses medical marijuana with a prescription.

### 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 athletic trainers who promote wellness and provide contemporary, quality healthcare to their patients and clients.

### Program History

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, holds accreditation from the Commission on Accreditation of Athletic Training Education (CAATE). The last students from this program graduated in September 2019. 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 MS-AT program from Boston University: Sargent College will:

- Practice independently as athletic trainers.
- Promote and model behaviors fundamental to all healthcare professionals
- Be stewards of the profession and their patients.

### Accreditation

The MS-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.

## MS-AT 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

- AT 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)
- AT 634: Diagnostic Procedures for Rehab Professionals (4)
- AT 600: Clinical Experience IV (1)

#### Year 2 – Fall

- AT 625: Connecting 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](#). The program reserves the right to modify the curriculum and will notify students of any changes.

### 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. Students must register for two sections: lecture and discussion.

AT 510: Examination & Treatment I [4; summer session 2]: Prerequisite: 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.

AT 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 of 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, inter-professional 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 physiology of different body systems as well as the risk factors, diagnosis, and management of common medical conditions manifesting in

these systems. Associated factors 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 of 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, inter-professional 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 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. Didactic elements of this course encourage students to use academic writing to relate their clinical experiences to the core competencies for healthcare professionals. Dates vary by site.

**AT 634: Diagnostics Procedures for Rehab Professionals [4]**

This course identifies and describes 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 is discussed. Identification of basic radiological pathology and test results that directly impact athletic training care and prognostication are 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 are emphasized to allow the student to engage in professional dialogue with other health care providers.

**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. This course 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 site.

**AT 625: Connecting Evidence to Practice [3]**

This course is designed to connect evidence to practice and is taken concurrently with AT 600: Clinical Experience IV. Students will identify and respond to clinical questions, integrate quality of care measurements, and reflect on how evidence impacts their practice. This course includes culminating assessments that direct the individualized content in AT 650.

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.

AT 633: Performance Enhancement in Sport [2]

This course emphasizes development and execution of intervention programs intended to improve movement patterns, reduce risk of injury and reinjury, and maximize performance for sport and health and reduce injury risk for patients.

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. Continual assessment and opportunities for reflection on practice occur throughout the course. This experience begins in January and continues into April. Dates vary by site.

AT 650: Clinical Reasoning Capstone [2]

This culminating course features a series of activities designed to assess students' readiness to practice as athletic trainers.

## COURSE TRANSFER GUIDELINES

Students beginning the MS-AT 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

Students are responsible for registering for courses (with the exception of the first summer in the program.) Students can obtain their advising code, which changes each semester and is necessary to access registration, from their faculty advisor.

### Course Adjustments

Changes in a student's course or section enrollment involves dropping and adding courses. Students should consult with their 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 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. Due to the proposal to discontinue the athletic training program, beginning in the fall of 2020, a student may not be able to successfully complete the program requirements if a leave of absence is granted.

## 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.
- 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.
- 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 student may petition to continue in the program if certain conditions can be met.
  - Due to the proposal to discontinue the athletic training program, beginning in the fall of 2020, some professional courses in the AT program may not be offered again. In the event that a student does not successfully complete a professional course that is not being offered again, students may petition to continue in the program. In these instances, efforts will be made to identify an alternative strategy for the student to demonstrate competence with respect to the course material. If a reasonable alternative cannot be identified, the course failure will stand and the student will be terminated from the MSAT program.
- 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 MS-AT 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).
- Failure to receive a passing grade (C or better; Pass) in a professional course where a reasonable alternative strategy cannot be identified for the student to demonstrate competence with respect to the course material.
- 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 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. 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 any concerns to the course instructor within 6 weeks of issuance of grade reports.

### Grading Scale

The MS-AT 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
59.5 - 69.4 .....	D.....	1.0
59.4 or below .....	F .....	0

## FINAL EXAM POLICIES

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 of Physical Therapy and Athletic Training requires that all department-taught courses be evaluated by students each semester. A computer-scored standard form is used. The department 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. Faculty receive evaluations only after final grades for the semester have been submitted.

## STUDENT ADVISING

### 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.
- 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 *pertinent evidence that may affect the decision* is available. 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 this 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. The date changes each semester.

The student will be informed of the PT/AT CAPP's decision. As described in the following section, 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 nondiscriminatory 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; if students feel that the departmental committee or a faculty member has not dealt with them in a fair manner; or if a student is accused of academic misconduct.

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 department 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 their 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 only be allowed in the event of significant additional information and/or extenuating circumstances.

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.

### REQUIRED VERIFICATIONS AND TRAININGS

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

Students must verify that they:

- have 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.

- have an immunization status consistent with university requirements;
- have read and understand the program's communicable disease policy;
- have accessed, reviewed, and understand this manual;
- have been annually screened for tuberculosis; and
- understand that criminal background checks, including fingerprinting or drug testing, may be required.

Students must also participate in the following trainings:

- annual patient privacy and confidentiality training (in addition to site-specific training)
- annual training in infection prevention and control procedures (in addition to site-specific training)
- annual 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.]
- orientation to each assigned site's (a) critical incident response procedures (such as emergency action plans), including the location of the plan at each venue; (b) venue-specific training (such as sanitation procedures, hand-washing availability, radiation exposure [if applicable]; (c) blood-borne pathogen exposure plan; (d) communicable and infectious disease policies; (e) documentation policies and procedures, (f) patient privacy and confidentiality protections, and (g) the plan for clients/patients to be able to differentiate practitioners from students (circle back to the name tag requirement).

### **ADDITIONAL COSTS ASSOCIATED WITH THE MS-AT PROGRAM**

Students are responsible for the following additional expenses:

- 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 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.
- Clinical experience-related requirements (including components such as an annual tuberculosis test [Mantoux or other verification], fingerprint analysis for criminal background check as required by site), which cost an average of \$80 per experience. Questions regarding requirements for specific sites should be directed to the Clinical Education Services Office ([clined@bu.edu](mailto:clined@bu.edu); Sargent room 218).
- A personal kit for athletic training supplies (may be required in year 2 of the program).
- Additional costs, including housing and meals, are associated with clinical experiences that occur over the summer or over the winter break.

### **COMMUNICABLE AND INFECTIOUS DISEASE POLICY**

Students who are sick and suspect that the disease may be communicable should not physically attend class and may not engage in patient care.

### **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 periodically. Among other things, this site stores documents (such as this one) for easy access.

## WORK OPPORTUNITIES

Student employment positions may be available both through 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 Manager for positions in the department.) These jobs are primarily clerical in nature and are open to all qualified students.

## CLINICAL EDUCATION

### Clinical Education Overview

Clinical education courses 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. Portions of clinical education and other simulations require students to participate in-person. If at any point, a student is unwilling or unable to participate in these experiences, in-person, it may impact their ability to continue with a timely progression through program curriculum. Supervision is inherent in our clinical education model. Supervision means that your preceptor is immediately accessible at the venue where you are and has ability to intervene on your behalf or the behalf of the client/patient. Supervision parameters must comply with the state practice act of the state where you are engaging in client/patient care.

### 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.

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.

### What to Wear

- Clothes becoming of a healthcare provider
- Hair pulled back
- Shoes that you can run in
- Name tag (Clients/patients must be able to differentiate students from credentialed providers.)
- 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)

## 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,
- falling/slipping on playing surface,
- contact with patients/clients with health conditions that are communicable

Steps to 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.

## CLINICAL AFFILIATION CONTRACTS AND OBLIGATIONS

Clinical experiences occur at organizations with whom Boston University has a contractual relationship. Each organization must demonstrate a commitment to student education and agree to provide a safe environment for student learning and patient care, including calibration and maintenance of equipment according to manufacturer guidelines. Below is a summary of the information included in clinical affiliation agreements we have with our 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.
11. Provide the same information, training, and protection to the students in matters of health and safety as it provides to its employees in compliance with the standards set by OSHA and applicable law.

#### 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.

#### **PROCESS FOR FILING A COMPLAINT FOR AN ISSUE REGARDING DISTANCE EDUCATION (including field placements, clinical rotations, and academic internships)**

Boston University makes every attempt to resolve student complaints within its academic and administrative departments. Students should first attempt to resolve any concerns by utilizing existing University procedures.

The [BU Compliance website](#) and the [Academic Bulletin](#) provide information about ways that students and prospective students can report concerns and utilize University complaint procedures. The Massachusetts Department of Higher Education, in its capacity as the State Authorization Reciprocity Agreement (SARA) portal entity for Massachusetts, reviews and evaluates student complaints regarding distance education activities offered by Boston University in accordance with 610 CMR 12.07.

If an issue regarding distance education cannot be resolved internally, please see the [process here](#).