



Graduate Student Handbook

*The Department of Kinesiology and Sport Management (KNSM)
transforms lives through the practice, study and promotion of physical
activity, sport and health.*

**Department of Kinesiology and Sport Management
School of Education and Human Development
Texas A&M University
February 2023**

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Department of Kinesiology and Sport Management

The Department of Kinesiology & Sport Management (KNSM) is one of the largest academic departments at Texas A&M University, generating over 90,000 credit hours and 200,000 (Modified) weighted student credit hours each year.

As one of four departments in the School of Education & Human Development, KNSM is currently home to over 3,500 undergraduate students, 246 master's students, 70 doctoral students (3,921 total), 179 minor students, 103 faculty members (≥ 0.75 FTE), 32 staff members and 87 funded graduate assistants.

KNSM is an active member of the American Kinesiology Association (AKA). The department joins in the efforts of the AKA to promote the discipline of kinesiology as a field of study and to highlight its applications that affect all through research to enhance people's health.

Mission

The mission of the Department of Kinesiology and Sport Management at Texas A&M University is to contribute to the quality of life of the citizens of the state, nation and world, through the creation and dissemination of knowledge, training of educators and professionals, and service to the community and profession, with attention to equity and inclusion. Vital aspects of these efforts are to educate our students and the public about the science and benefits of health, human movement, sport, lifetime fitness activities, and wellness.

More specifically, the Department will:

- 1. Prepare entry and advanced level professionals in the disciplines of kinesiology and sport management with specializations in applied and basic exercise physiology, sport organization dynamics, motor behavior/neuroscience, sport pedagogy, and physical activity/wellness;**
- 2. Prepare students for entry into health-related professional programs and/or advanced study in our fields;**
- 3. Develop applied and theoretical knowledge in our areas of specialization and disseminate our findings to the scientific community and public; and,**
- 4. Provide service and leadership to public and private organizations in clinical, community, corporate, and educational settings.**

Aggie Core Values and Honor Code

Core Values

- Excellence
- Integrity
- Leadership
- Loyalty
- Respect
- Selfless Service

Aggie Code of Honor

"An Aggie does not lie, cheat or steal, or tolerate those who do."

Academic integrity is an essential force in the academic life of a university. It enhances the quality of education and celebrates the genuine achievements of others. It is, without reservation, a responsibility of all members of the Texas A&M University Community to actively promote academic integrity. Apathy or acquiescence in the presence of academic dishonesty is not a neutral act -- failure to confront and deter it will reinforce, perpetuate, and enlarge the scope of such misconduct. Failure to comply with the honor code in any way can lead to dismissal from program. The decision to be removed from the program is made at the departmental level.

Ethics and Plagiarism and Academic Dishonesty

Plagiarism and academic dishonesty can take different forms. Here are a few examples:

- **Buying a term paper from a paper mill or research service.**
- **Copying, in whole or in part, from a free term paper site or other web site.**
- **Copying from a fellow student, with or without his/her knowledge.**
- **Having a fellow student write a paper for you.**
- **Copying information from a source without acknowledgement.**
- **Copying exactly from a text, citing that text but neglecting to put it in quotation marks.**
- **Paraphrasing without documenting a source.**
- **Using information generated by a tutoring service for exercises or exams.**

Please review their entire tutorial on this issue at the [Texas A&M University Libraries](#) website.

Information about rules, procedures, resources of academic honesty can be found on [Aggie Honor System Office](#).

Quick Reference for Graduate Students

KNSM Offices

- **The KNSM Graduate Advising Office is currently located in Gilchrist, Room 143.**
- **KNSM administrative offices are located on the first floor of Gilchrist building.**
- **Faculty offices are located in Gilchrist, Human Clinical Research Facility (HCRF), Physical Education Activity Program building (PEAP), Player Development Center (West Campus).**

Key Graduate Student Personnel

- **School of Education and Human Development (SEHD)**

Dean:	Dr. Michael de Miranda
Associate Dean of Academic Affairs:	Dr. Beverly Irby
- **Department Kinesiology and Sport Management (KNSM)**

Department Head:	Dr. Marlene Dixon
Graduate Studies Chair:	Dr. Jiling Liu
Academic Advisors:	Joshua Russell
	Brandi Hatzenbuehler

Resources

Transportation & Parking

- **Parking permits are required for all lots at all times. Permits can be purchased during registration as an additional fee option or you can purchase one online. Visit [Transportation Services](#) for more information.**
- **Parking is also available for an hourly fee in garages located in various parts of campus. Locations, hours, fees, etc. can be found on the [Transportation Services](#) website.**
- **There are many free TAMU bus routes to get you to and around campus. Visit [Transportation Services](#) for the most up-to-date schedules and routes.**

TAMU NetID

- **Your NetID is the main log on to access information at A&M. To activate your NetID, please visit [Aggie Account Gateway](#). Your NetID will also serve as your TAMU email address. Email can be accessed via [TAMU Google Apps](#) or [Howdy Portal](#).**

MyRecord

- **MyRecord in [Howdy](#) provides access to all your records in one place. You can check for holds, schedule, grades, unofficial transcript, degree evaluation, and course registration.**

MyAggieCard

- **The Aggie Card is your official ID at Texas A&M University. It shows your status as a member of the Aggie family. It is important for you to always keep your Aggie Card on you. It will allow you to access numerous campus services such as your assigned residence hall, the Rec Center, the library, dining halls, and much more. For information on obtaining your card, please go to [Student Business Services](#).**

Online Learning Platform

- **Canvas provides access to online learning and instructional resources. Your Canvas log-in is your TAMU NetID and password. Your Canvas account is linked to your TAMU email account. Information about getting set up in Canvas can be found [here](#).**

Graduate and Professional School

- **University office that oversees degree plans, calendars for graduate students, petitions, graduation, etc. All information can be found on [its website](#).**

Scholarships & Financial Aid

- **Information about scholarships and financial aid can be found on the [Scholarships & Financial Aid](#) website. A limited number of Graduate Assistantships are available for PhD students. For application information, please contact the KNSM Graduate Advising Office.**

Registering for Classes

- **Newly admitted graduate students should contact their faculty advisor for assistance in course registration, which is done through the [Howdy](#) portal, under the MyRecord tab.**

Purchase Software

- **As a student at A&M you can purchase software, such as Microsoft office, at greatly reduced prices. Log onto the [Software Center](#) and you will see what you are authorized to purchase.**

Medical Insurance

- **All students are eligible for graduate student insurance. Please visit [TAMU myahpcare](#) for more information.**

Aggie Ring

- **To learn about your eligibility and order an Aggie Ring, please visit this [website](#) for more information.**

Other Resources

- **[School of Education Human Development](#)**
- **[KNSM Department](#)**
- **[International Student Services](#)**
- **[Pay Your Tuition](#)**
- **[Library Resources](#)**
- **[Childcare](#)**
- **[Student Life](#)**
- **[Dining on Campus](#)**
- **[Student Counseling Services](#)**
- **[Veteran's Services](#)**
- **[Disability Services](#)**
- **[Student Business Services](#)**
- **[Student Assistance Services](#), including LGBTQ+ services**

Ombuds Officer

The Ombuds Officer serves as an informal, neutral, and confidential resource for graduate students to discuss questions and concerns related to their graduate experience. The university is a large and complex institution and graduate students often play multiple roles (e.g., student, research collaborator, instructor, technician, peer). Misunderstandings and conflicts can arise in any one of these roles. Having a safe, off-the-record conversation with an Ombuds Officer can be a first step if you do not know where to turn. The Ombuds Officer is here to help graduate students identify options for addressing concerns and will promote a fair and impartial process for all parties involved.

The Graduate and Professional Student Ombuds Officer is guided and informed by the [Code of Ethics](#) and [Standards of Practice](#) of the International Ombudsman Association. The Ombuds officer promotes the University mission of excellence in graduate education by providing a service to support and facilitate environments in which graduate students can thrive and prosper.

The Ombuds Officer CAN:

- Listen and help you achieve a greater understanding of the problem.
- Help you find information applicable to your situation and identify possible solutions to your problem.
- Explain University policies and procedures and how they apply to your specific case.
- Help you identify options for resolving conflicts with colleagues, staff, faculty, and advisors.
- Help you achieve fair and equitable solutions to problems.
- Facilitate communication among people in conflict.
- Provide other types of assistance to help you resolve a problem informally.
- Refer you to formal grievance or appeal procedures if you wish to engage in a formal process.
- Identify trends or patterns of complaints that might be systemic.
- Offer recommendations for changes to policies/procedures that appear outdated or problematic, while maintaining confidentiality.

The Ombuds Officer CANNOT:

- Advocate for the University or the student, or any particular point of view.
- Make or change University decisions, rules, or policies.
- Set aside a decision or supersede the authority of another University official.
- Participate in formal grievance procedures.
- Provide legal advice.
- Conduct formal investigations.

Contact the Ombuds Officer when:

- You need an impartial, independent, and confidential person to listen.

- **You think someone at the university has treated you unfairly.**
- **You have an issue that you and others have not been able to resolve and that you would prefer not to address through formal channels.**
- **You are not sure how to interpret a university policy or procedure or how it applies to your situation.**
- **You feel that a university policy, procedure, or regulation has been applied unfairly, or itself is unfair or ambiguous.**
- **You have a problem that requires an outside party to help facilitate communication and/or negotiate a solution.**

Concerns the Ombuds Officer Receives:

- **Academic related issues (grade disputes, testing procedures, instructor/student misunderstandings, etc.)**
- **Intellectual property**
- **Interpersonal conflicts, lab politics, and problems with workplace climate**
- **Professional ethics**
- **Advice on how to have difficult conversations**
- **Concerns about procedural fairness or due process**
- **Conflicts between graduate students and their research advisors**
- **Concerns about inequities in work expectations and/or funding opportunities**
- **Disagreements with or misunderstandings of university policy/procedure**
- **Cultural conflicts**
- **Concerns about unethical or inappropriate behavior**

Ombuds Services Contact Information:

- **[Ombuds Services for Graduate and Professional Education](#)**
- **979-845-3631**
- **ombuds@tamu.edu**

Please be advised that confidentiality cannot be ensured in email communication. Thus, we discourage you from sending sensitive information via email.

KNSM Conferred Degrees and Certificates

Graduate students in KNSM at Texas A&M University can major in areas across two divisions: Kinesiology and Sport Management. The diploma and transcript will denote Kinesiology. The academic program area and area of emphasis of student studies are not denoted on any official documentation.

Master of Science Degrees Offered:

- [Athletic Training](#)
- [Clinical Exercise Physiology](#)
- [Exercise Physiology](#)
- [Sports Physiology](#)
- [Motor Neuroscience](#)
- [Sport Management](#)
- [Sport Pedagogy](#)
- [West Point Faculty Development](#)

Doctoral Degrees Offered:

- [Exercise Physiology](#)
- [Motor Neuroscience](#)
- [Sport Management](#)
- [Sport Pedagogy](#)

Certificates Offered:

The School of Education and Human Development offers:

- The Advanced Research Methods (ARM) Certificate, a **stand-alone graduate-level certificate in Education & Social Sciences Advanced Research Methods (ARM)**. The program allows graduate and non-degree seeking students the opportunity to gain additional training in research methodology, and to obtain academic validation for their efforts. The Certificate testifies to a student's successful mastery of advanced competencies in education and social sciences research methods, with emphasis on quantitative or qualitative approaches. The ARM certificate facilitates students' initiation into the academic publication process. It allows students to become more 'marketable' in today's competitive hiring practices, especially in the context of Research Universities with Very High Research Activity. It is an additional 12-hour certificate that can be added to your curriculum. Interested individuals can visit the [certificate website](#) for more information.

Registration

Faculty Advisor

- **Upon acceptance in KNSM, all graduate students are assigned a faculty advisor who is a graduate faculty member in one of the focus areas. The faculty advisor will:**
 - 1) **assist students with planning course work.**
 - 2) **respond to questions that students have about the graduate program in KNSM.**
 - 3) **help guide you through the graduate process including coursework, other program requirements (e.g., thesis, research, internship) and to assist in preparing students for their future career needs.**
- **Once you have received the name of their faculty advisor, you are recommended to contact him/her immediately. If the student does not receive a response from the faculty advisor in a reasonable amount of time, contact the Graduate Advisor Joshua Russell (joshuar2010@exchange.tamu.edu).**

Advisor vs. Supervisor

- **It is important to note the difference between a faculty advisor and faculty supervisor (even if they are the same person). Faculty advisors oversee and assist students during their academic progress through the degree program while the supervisor oversees your GA (GAT, GAR, GANT) position including evaluations (see Section 5 on GA appointments).**

Class Registration

- **Registration begins in April for the Fall and Summer semesters and in November for the Spring semester. The specific dates will be noted on the Official University Calendar and on the [Howdy](#) portal. This is also the website where students are able to view the course schedule and register. Students can check in Howdy (approximately mid to late March for Summer/Fall, and mid-late October for Spring) to view their assigned registration times.**
- **Students enrolled in a cohort program in KNSM (Athletic Training 3+2 program) will enroll themselves in reserved sections once registration is opened. The Graduate Advising office will provide course overrides and instructions for registration. Courses will be reserved to ensure the adequate number of seats are available for these cohort groups. Distance Education students must update their “Distance Education Location” in Howdy each semester. Otherwise, registration cannot be completed.**
- **Students must clear all holds through outside departments such as the Registrar’s Office, Admissions, Student Affairs, Student Business Services, and Financial Aid prior to registration. Students must contact these offices in order for the holds to be removed. The department is unable to remove any holds except those placed by KNSM.**
- **Note: All students who fail to pay tuition and fees by the payment date listed on the registration website will be dropped from all courses. Students who register late will be**

assessed a financial penalty.

Add/Drop

- **Students may change their schedules without penalty during the add/drop period (see Academic Calendar for dates). Add/drop can be done online during certain times. It is the student's responsibility to check the online course catalog for any changes or revisions.**

Q-Drop

- **Students may drop a course with no penalty (Q-Drop) during the official Q-Drop period. The forms are available on the [Registrar's Office](#) website. (See academic calendar for dates) The form will need to be submitted to the KNSM Graduate Advising Office. A grade of Q will be recorded on the student's transcript.**
- **Note: It is the student's responsibility to make certain the course is officially dropped. Failure to do so may result in the record of a failing grade.**

Withdrawal

- **A student who drops all in progress courses and courses not yet started in a particular term will be required to withdraw from the university. An official withdrawal is initiated by the student, online in [Howdy](#), and routed to the student's Dean or designee for approval. A student may not initiate a withdrawal after the Q-drop period ends ([see Q-drop periods](#)). However, the student's Dean or designee may, in certain circumstances, initiate a request to the registrar to withdraw a student after the deadline.**
- **For additional information about withdrawing from the University, see [Part I, Section 17](#) of the [Texas A&M University Student Rules](#).**
- **Students are reminded that withdrawing from the University does not dismiss the repayment of student loans borrowed and may impact payment and grace periods. To learn more about repaying your student loans, to find your current loan history, see <http://nslds.ed.gov>. For questions, contact Scholarships & Financial Aid at (979) 845-3236.**

Distance Rule

- **Per the Texas Administrative Code: 10. For non-distance degree programs, no more than 50 percent of the credit hours required for the program may be completed through distance education courses.**
- **Texas Administrative Code: [Title 19. Part 1. Chapter 4. Subchapter P. Rule 4.257](#) Definitions (10) Distance Education Degree or Certificate Program--A program in which a student may complete a majority (more than 50 percent) of the credit hours required for the program through distance education courses.**

Full/ Half-Time Status

- **A graduate student (domestic or international) is considered full-time if he or she is registered for a minimum of:**

- 9 semester credit hours during a Fall or Spring semester;
- 6 semester credit hours in a Summer
- A graduate student (domestic or international) is considered half-time and eligible for financial aid if he or she is registered for a minimum of:
 - 6 semester credit hours during a fall or spring semester
 - 3 semester credit hours in a summer
- A Q grade before the 12th class day does not count toward the certification of enrollment status.
- A student who has financial assistance should consult the [Department of Student Financial Aid](#), Texas A&M University, 2nd floor, The Pavilion, 1252 TAMU, College Station, TX 77843-1252, (979) 845-3236, for registration requirements.

Internship and Independent Study Credits (684/685s)

- Students wanting to enroll in an internship (684) or a directed study (685), must get permission from the instructor. Students will then complete the 684 or 685 applications available through the Graduate Advising Office. Once the student has completed the application and receives the instructor's signature, the application needs to be submitted to the Graduate Advising Office.
- The graduate advisor will review the application and submit it to the department head for approval. If approved, the graduate advisor will set up the 684 or 685 section and enroll the student.

Research Credits (691)

- Students wanting to enroll in research (691) must get permission from the instructor (typically the faculty advisor). It is up to the student and faculty member to discuss how many credit hours need to be registered for. Students will then contact the Graduate Advising Office to complete the registration process.
- Note: Only doctoral students or thesis students are eligible to take research hours (691s).

Grading of Graduate Courses

The graduate faculty member teaching the course is the primary authority with respect to a student's proficiency and assignment of a final grade in a course. However, it is expected that all graduate courses will be current, relevant, and challenging, and that high standards of achievement will be applied in the assignment of grades. University policy requires the course instructor to provide in writing a grading policy (in addition to other materials) to each class during the first meeting.

- **"A" Grade: This grade signifies a superior performance in the course. The student has clearly demonstrated a mastery of all course materials. The grade is reserved for students who achieve at a level above the standards set for the average graduate student in the program.**
- **"B" Grade: This grade signifies a satisfactory performance in the course. The student has demonstrated a mastery of a significant portion of the course materials. The grade is reserved for students who achieve at least at the standard set for an average graduate student in the program.**
- **"C" Grade: This grade signifies a minimally acceptable performance in the course. The student has demonstrated a mastery of some of the course material but a minimally acceptable level of knowledge on other portions of the course. The grade is reserved for students that perform at a minimally acceptable level below that of the standard set for an average graduate student in the program.**
- **"F" Grade: This grade signifies an unacceptable performance in the course. The student has failed to achieve at an acceptable level in a portion of the course material. The student assigned a grade of "F" does not receive credit for the course, although the course may be retaken for a grade.**
- **"S" Grade: This grade signifies a satisfactory performance in the course. The student has demonstrated a mastery of a significant portion of the course materials and demonstrated a minimally acceptable level of knowledge on all other portions of the course. This grade is reserved for students who achieve at least at the standard set for an average graduate student in the program.**
- **"U" Grade: This grade signifies an unacceptable performance in the course that is below that of standard set for an average graduate student in the program. The student has failed to achieve at an acceptable level in a portion of the course material. The student assigned a grade of "U" does not receive credit for the course, although the course may be retaken.**
- **"I" Grade: A temporary grade of "I" (Incomplete) at the end of a semester or summer term indicates that the student has completed the course with the exception of a major quiz, final examination or other work. The instructor shall give this grade only when the deficiency is due to an authorized absence or other cause beyond the control of the student. When an**

instructor reports an incomplete grade to the registrar, he or she will fill out an “Incomplete Grade Report”, which is filed with the Department Head. Copies are sent to the student and to the student’s academic dean. This report includes (1) a statement of the instructor’s reason for awarding the incomplete grade and (2) a statement concerning the remaining work to be completed before the last day of scheduled classes of the next semester in which the student enrolls in the university, unless the student’s academic dean, with the consent of the instructor (in the absence of the instructor, the Department Head), grants an extension of time for good reason. *If the incomplete work is not completed within this time or if the student registers for the same course again, the “I” will be changed to an “F” by the registrar.* Grades of “I” assigned to 684 (Professional Internship), 691 (Research), 692 (Professional study), or 693 (Professional Study) are excluded from this policy.

Grade Point Ratio (GPR)

[as amended by KNSM Graduate Faculty – Feb 2011]

The Graduate Cumulative GPR is computed by using all graded graduate and advanced undergraduate (300 or 400 level) coursework taken at Texas A&M University (as a graduate student) and eligible to be applied toward the student’s current graduate degree program. After a student’s degree plan is approved, the Graduate Degree Plan GPR is also computed using only the graded coursework listed on the approved degree plan. There are four passing grades at the graduate level, A, B, C, and S representing varying degrees of achievement. The grades of A, B, and C carry grade points/semester hour credit and are used in the computation of the student’s GPR. Grades of F or U for courses on the degree plan must be absolved by repeating the course and achieving a grade of C or above or S. Semester credit hours to which grades of Withdraw Failing (WF) and F are assigned shall be included in computing the GPR. Those involving grades of Withdraw Passing (WP), Q-drop, S, and U, X, or NG shall be excluded.

Graduate students must maintain a minimum grade point ratio of 3.00 for the Graduate Cumulative (Grad Cum) AND the Graduate Degree Plan (Grad Deg). If either the Graduate Cumulative OR the Graduate Degree Plan GPR falls below 3.00, he/she will be considered to be on scholastic probation. For more information, see “Procedures Regarding Scholastic Deficiency/Probation”

Procedures Regarding Scholastic Deficiency/Probation

The KNSM Office of Graduate Studies will check all graduate students’ cumulative GPRs within the first week after grades are posted each semester and will notify students whose GPRs falling under 3.0. After a check on the accuracy of all grades, the Office of Graduate Studies will formally notify (by email and letter mailed to student’s address on record) students with GPRs less than 3.0 that they are on scholastic probation and to inform them of the conditions of the probation, with copies sent

to the student's committee chair/advisor and to GPS and one placed in student's permanent academic file.

- **First Semester on Scholastic Probation**
 - 1) **The student has one long semester of probation (excluding summer terms) to raise GPR to 3.0 or above, or to demonstrate acceptable proficiency in other requisites of his or her degree as may be assigned by his or her graduate committee, department, or Office of Graduate Studies.**
 - 2) **If the student fails to make progress toward raising the GPR or otherwise meeting the conditions of his/her probation, the student may be dismissed from the graduate program at the end of the probationary period.**
- **Second Semester on Scholastic Probation**
 - 1) **A second semester extension may be granted by the Chair of Graduate Studies upon receipt of a written request from the student's committee chair/advisor verifying that the following circumstances apply:**
 - a. **The student has made reasonable progress during the first semester on probation toward raising the GPR or meeting other designated conditions of his or her probation; and/or**
 - b. **There are medical reasons for not meeting the terms of the original probation, verified by the committee chair or advisor; and**
 - c. **A plan is in place to enable the student to raise GPR to acceptable level and meet other designated condition of his or her probation by end of the next long semester (excluding summer terms).**
 - 2) **If the above conditions are met and the Chair of Graduate Studies concurs with the request, a second letter stating the conditions of the final probationary period will be sent to the student, committee chair/advisor, OGS, and placed in the student's permanent academic file.**
 - a. **If the student fails to meet the conditions of the final probation, it will be recommended to the Office of Graduate Studies that he or she be dismissed from the graduate program. The recommendation to dismiss will be made by a vote of the KNSM Graduate Faculty.**

Note: To be readmitted after dismissal, the student must comply with the Policy for Readmission of Dismissed Graduate Students as set forth by the Graduate Faculty of the Department of Kinesiology and Sport Management.

Readmission of Dismissed Graduate Students

Purpose

- **To provide for the process of readmission for graduate students who have been dismissed from the graduate program.**

Procedure for Readmission

Note: Readmission after the first dismissal will not be granted until at least one full academic term (Fall or Spring) or two summer sessions have passed following dismissal.

- 1. Advisory Committee Chair and student meet to discuss readmission.**
 - (1) Chair decision to either support or not support petition for readmission**
 - a. Yes; proceed to step 2.**
 - b. No; student denied readmission.**

Student may elect to seek new Chair (Chair must be full member of the Graduate Faculty for doctoral students).
- 2. Advisory Committee Chair and student develop written document entitled Justification for Readmission which will be signed by the student and include:**
 - (1) Rationale for readmission including:**
 - a. Clear statement indicating student understands the reasons for dismissal.**
 - b. Recognition of circumstances which contributed to his/her failure to complete academic requisites for the degree as directed by Graduate Faculty; e.g., employment commitments, personal priorities, etc.**
 - c. Statement of commitment to alter circumstances to ensure completion of the degree in reasonable amount of time; e.g., change employment, priority of completing degree, etc.**
 - (2) Detailed plan for completion of degree requirements to include:**
 - a. Ordered tasks to complete degree; e.g., prelims, proposal, defense, etc.**
 - b. Specific and reasonable deadlines for completion tasks.**
 - (3) Written statement of understanding by student that, should a favorable decision be made to readmit:**
 - a. He or she will be under probation until completion of all degree requirements;**
 - b. Probation will include the conditions that he or she must make acceptable progress toward completing the degree as evidenced by meeting all specified deadlines in the written plan and must maintain at least a 3.0 cumulative and degree plan GPR; and**
 - c. Failure to meet any of the conditions of probation will result in a recommendation to the Office of Graduate Studies that he or she be dismissed from the graduate program with no possibility of readmission to the graduate program in the Department of Kinesiology and Sport Management. Furthermore,**

he or she will be permanently blocked from registering for courses in the Department of Kinesiology and Sport Management.

- (4) Academic transcript and resume included as an attachment.**
- 3. Committee Chair and student develop petition for readmission that includes as an attachment the Justification for Readmission written document.**
- 4. Committee Chair and student meet with original advisory committee members to discuss petition and Justification for Readmission.**
 - (1) Committee decision to either support or not support petition for readmission.**
 - a. Yes (must be unanimous by committee); proceed to step 5.**
 - b. No; student denied readmission.**

Student may elect to seek new member of committee to replace those who will not support petition for readmission.
- 5. Student submits letter to the Chair of graduate Programs with the petition signed by all advisory committee members and the Justification for Readmission requesting;**
 - (1) review by the Chair of Graduate Programs and**
 - (2) that the matter be considered by the Graduate Faculty at the next scheduled meeting.**
- 6. Student presents request for readmission, either in person or in writing, at scheduled meetings of Graduate Faculty where quorum of Graduate Faculty members (Members for doctoral students, Associate and Members for master's students) and student's Advisory Committee Chair are present.**
- 7. Graduate Faculty cast secret ballots either for or against readmission.**
 - (1) Voting by Members and Associate Members of KNSM Graduate Faculty.**
 - (2) Votes counted by Chair of Graduate Programs, graduate program support staff, and one other appointed member of Graduate Faculty.**
- 8. Results of voting reported in writing by Chair of Graduate Programs to Department Head along with student's petition and Justification for Readmission.**
 - (1) Results of voting copied to student, student's committee chair, and the student's permanent file.**
- 9. Decision on readmission by Department Head.**
 - a. Yes; signed petition with attached Justification for Readmission forwarded to Associate Dean for Graduate Studies.**
 - b. No; petition not signed and student denied readmission.**
- 10. If readmitted, student will be allowed to register for graduate classes the subsequent academic terms, but will remain on scholastic probation until graduation.**

Reference Policies:

- 1. Graduate Catalog – Academic Expectations and Program Requirements – [Scholastic Requirements](#): “Graduate students must maintain a GPR of 3.00 for all courses which are**

listed on the degree plan AND for all graded graduate and advanced undergraduate courses work completed at Texas A&M and eligible to be applied toward a graduate degree ... If either of a student's cumulative GPR OR the GPR for courses listed on the degree plan falls below the minimum of 3.00, he or she will be considered to be scholastically deficient ... and may be dropped from graduate studies."

- 2. Texas A&M University Student Rules, [Section 12. Scholastic Deficiency/Probation.](#)**

Tuition, Fees, and Other Financial Aid Information

General Information

- **Educational expenses for the months of enrollment will vary according to course of study. For details on the basic budget for a particular graduate or professional program, please visit <https://financialaid.tamu.edu>. Scholarships and Financial Aid considers tuition and fees, books and supplies, transportation, room and board, incidental and living expenses in the cost of attendance for programs. All tuition and fee amounts provided herein represent the most accurate figures available at the time of publication and are subject to change without notice. University Rules in place at the time of publishing are reflected here. All are subject to change. The most current information available will be maintained on the [Student Business Services](#) website.**

Payment of Tuition and Fees

- **A student must meet all financial obligations to the University by the due dates to avoid late penalties. Failure to pay amounts owed may result in cancellation of the student's registration and being barred from future enrollment and receiving official transcripts. A student who wishes to pay fees in installments can select the option on the website <https://howdy.tamu.edu>. The Emergency Tuition and Fees Loan is available to help students pay their Texas A&M University tuition and required fees. The Emergency Tuition and Fees Loans are for required tuition and fees only. The online process can be accessed at <https://financialaid.tamu.edu>**

Obligation to Pay Tuition, Required Fees, Other Fees and Charges for Optional Services

- **By registering for classes, a student agrees to pay all tuition and required fees associated with his/her registration, optional services and other fees, whether paying in full or utilizing the installment payment option. Failure to pay tuition, fees, and other charges may result in penalties, late registration fees, and/or possible cancellation of classes.**
- **Note: In all situations where students receive scholarships or other financial aid, they are still responsible for any university fees.**

Financial Obligation for Graduating Students

- **According to Texas A&M University Student Rules and Chapter § 54.007 (d) of the Texas Education Code, all financial obligations to the University must be paid by the end of the semester. Failure to settle all financial obligations will result in withholding a student's diploma at graduation. Additionally, a block will be placed on the student's account which will prohibit registration in subsequent semesters and receipt of official transcripts.**
 - **Texas A&M University Student Rules, [Section 14.14](#) states, "The student must have settled all financial obligations to the University."**

- **[Chapter § 54.007](#) (d) of the Texas Education Code states, “A student who fails to make full payment of tuition and fees, including any incidental fees, by the due date may be prohibited from registering for classes until full payment is made. A student who fails to make full payment prior to the end of the semester or term may be denied credit for the work done that semester or term.”**

Scholarships, Grants and Loans

- **All scholarships, grants and loans are applied to any outstanding charges before installments are calculated.**

Installments

- **Tuition, most required fees, room, board and parking are payable in full, or in two to four equal installments. A \$15 per semester service charge to cover the cost of handling will be assessed to each student who chooses to use the installment plan. The service charge is not refundable once a payment is made under the installment plan or after the first installment due date.**

Cancelling Your Registration

- **Once a student has registered for classes, he/she must select one course of action from the following to remain in good standing with the University:**
 - (1) **pay all amounts due by the specified due date;**
 - (2) **prior to the first day of classes, use the online registration system to drop all classes;**
or
 - (3) **after the first day of classes, use the online withdrawal system to request official withdraw from the University; withdrawals must be approved through his/her School Dean's office**
- **Following this procedure is especially important for a student who has been awarded scholarships or financial aid since the aid may automatically pay tuition and fees and cause the registration to be held even though the student has decided not to attend. Failure to drop all classes or withdraw from unwanted registration may result in grades of F or I in all courses for the semester. The student will be required to reimburse the University for scholarships and other financial aid applied to his or her account and will be held responsible for paying all fees for the semester, regardless of whether he or she attended classes.**

Cancellation for Nonpayment of Tuition or Fees

- **The University reserves the right to cancel a registration not paid by the due date, or the official census date for a semester or summer term, to comply with state laws requiring payment of tuition and fees, to free the classroom spaces for other students, and to ensure the most efficient use of university resources.**

Other Nontraditional Course Offerings

- **Distance education students are required to pay tuition, some fees and a distance education**

cost differential for their coursework. The SEHD distance education cost differential is **\$225** per credit hour in addition to any tuition and fees charged by the university.

- Distance education students are exempt from paying the following fees: Cooperative Education Fees, Health Center Fee, Recreational Sports Fee, and the University Center Complex Fee.

Required Tuition and Fees

	DE ¹
Tuition	Yes
University Advancement Fee	Yes
Cooperative Education Fee	No
Distance Learning Fee	Yes
Equipment Access Fees	Yes
Field Trip Fees	Yes
Health Center Fee	No
International Student Services Fee	Yes
Laboratory Fees	Yes
Property Deposit	Yes
Recreational Sports Fee	No
Sponsored International Student Fee	Yes
University Center Complex Fee	No

Sources of Funding

There are many avenues for graduate students for funding graduate tuition, travel, and research. These are available at the departmental, School (SEHD), and university-levels. There are also specialized sources within Texas A&M such as the Huffines Sport Institute. Finally, many external scholarships or grants are available both on a need or competitive basis. The following section reviews and provides some guidance on multiple sources of funding for scholarships, research, and travel. This is not an exhaustive list but will provide a starting point for KNSM students in seeking funding assistance for their graduate education.

Scholarships and Fellowships

School of Education and Human Development (SEHD)

- **Merit Fellowship**
 - **Consistent with the strategic goals and priorities of the School and university, the Award is designed to attract top graduate students (Strategic Priority 2) who match the demographic character of Texas (Strategic Priority 2), with a preference given to students entering the PhD program and who plan on entering the professoriate (Strategic Priority 7). The Award is limited to incoming graduate students. Students receiving the SEHD Merit Fellowship Award are not eligible to receive other university or School fellowships.**
- **Lohman/Heep Fellowship**
 - **The Carolyn S. Lohman/Heep Fellowship recognizes an outstanding full-time doctoral student in the School of Education and Human Development with a demonstrated research potential and financial need, and is a US resident. Applicants should be at least in the second year of their doctoral program.**
 - **To be eligible the student must submit the following documents; write a 250 word essay describing the research, its importance, and how the award will be used to further the research, a current vita, 1 letter of recommendation from the Chair of the students' doctoral committee describing how mentoring will be provided for the students' research, 1 letter of recommendation from a faculty member who is familiar with the students' academic work and research, copies of articles published or accepted for publication.**
 - **The student must be a full-time, advanced doctoral student in the School of Education and Human Development with demonstrated research potential and financial need. Recipient shall be US resident. Preference will be given to first-generation School students.**
- **Lechner Scholarship**
 - **Each School will receive funding from the Walter W. Lechner Estate endowment. The Graduate and Professional School (GPS) has established the Lechner Graduate Grant Program as a way of supporting graduate students attending Texas A&M University. Schools may use the Lechner Graduate Grant funds at their discretion for these students, but the funds must be used entirely for graduate students. No overhead or administrative costs are**

allowed. Further, the students receiving these awards must be designated as Lechner Scholars. Special consideration should be given to Texas A&M's commitment to increasing our diverse graduate student population. This scholarship is for incoming students only.

University

- **Fellowships and Awards**

- **Ordinarily, graduate students holding fellowships are not required to perform any services. Although individual Schools may have higher requirements, graduate students holding fellowships must register for a minimum of nine semester credit hours during a fall or spring semester, or for six credit hours during the summer. Many competitive fellowships of \$1,000 or greater per academic year also allow students to pay tuition at the in-state rate. Fellowships packages vary from \$1,000 to over \$30,000, and some include funds for insurance, tuition, and fees.**

- **GPS Fellowships**

- **The Texas A&M University Graduate and Professional School offers one fellowship to current doctoral students who are in the final stages of analyzing their research topic and writing their dissertation. Please follow the [Dissertation Fellowship](#) link for more information.**

- **GPS Awards**

- **The Texas A&M University Graduate and Professional School annually presents multiple awards to graduate students who have excelled academically, as student leaders, and have had a positive impact on the Texas A&M University Graduate Community. Click [here](#) to learn more information.**

- **Faculty Nominated**

- **Some fellowships are given by faculty nomination only. TAMU faculty in the departments make nominations to the Graduate and Professional School (GPS), and the selection criteria and committees, review processes and funding amounts are different for each fellowship. Click the links below for more information about requirements and application.**
 - **[Graduate Diversity Excellence Fellowship](#)**
 - **[Pathways to the Doctorate Fellowship](#)**

- **Graduate Assistantships**

- **There are four types of graduate assistantships available through the academic departments, Schools, TAMUS agencies, and administrative offices.**
 - Non-teaching activities (GANT)
 - Research (GAR)
 - Teaching (GAT)
 - Lecturer (GAL)
- **[Click here](#) to see requirements for graduate assistantships. Most of these positions require service of 20 hours per week. Although individual Schools may have higher requirements,**

graduate students holding assistantships must be registered for a minimum of nine semester hours during a fall or spring semester, or for six credit hours during the summer.

- Assistantships terminate upon failure to maintain the minimum enrollment requirement. Students serving in these roles are eligible for insurance benefits and may pay tuition and fees at the in-state rate. The Graduate and Professional School Graduate Council enforces [guidelines for employing graduate students at greater than a 50% effort](#).
- For more detailed information on graduate student assistantship requirements, check the [Graduate Catalog](#) or directly contact your department head, chair of the intercollegiate faculty, or your graduate advisor. Visit the [Jobs for Aggies website](#) to learn more about assistantships and general student employment opportunities.

Externally Funded

- **Graduate** students may also apply for a number of externally funded fellowships. These fellowships are not processed by the Graduate and Professional School. Please view the following links for more information about the available fellowships.
 - [National Science Foundation \(NSF\) Graduate Research Fellowships](#)
 - [Sigma Xi Grants-in-Aid Research Program](#)
 - [LT Jordon Fellows Opportunities](#)
 - [Other opportunities](#)

International Student Funding

- International students may qualify for financial assistance such as loans, scholarships and assistantships. Visit the International Student Services website for information on [financial resources](#).
- Sponsors: Some international students have all or part of their educational expenses paid from a source other than personal and/or family funds or from a Texas A&M assistantship. These students may have made agreements with a sponsor regarding their educational objectives that is the result of an agreement between agencies, governments, organizations (both international and domestic) and/or companies (both public and private). In most cases, these agreements require special coordination and certification by Texas A&M. Students participating in sponsored programs should contact the [Sponsored Student Programs Office](#) early in the admissions process.

Scholarships and Financial Aid

- **Texas** A&M University offers many financial aid options to help you pay for School costs. Visit the [Scholarships & Financial Aid website](#) to learn about applying for financial assistance, costs, types of aid and more.
- **Texas Aggie Graduate Grant:** This is a need-based grant (need is determined by Student Financial Aid) for graduate students who are Texas residents. The application can be found on the [Scholarships and Financial Aid website](#).

Research Funding

KNSM Graduate Student Research Grants

[as amended by KNSM Graduate Faculty –Feb 2011]

This policy specifies the requirements and restrictions for funding graduate student research grants (GSRG) if provided by the Department of Kinesiology and Sport Management state-budgeted funds.

- 1. To be eligible for research support, a graduate student in the Department of Kinesiology and Sport Management must: 1) be in good academic standing (both GPR's ≥ 3.0), 2) be enrolled in 691- Research or 685-Problems credit hours in the Department of Kinesiology and Sport Management, and 3) have a graduate degree plan on file with the Office of Graduate Studies.**
- 2. The total awarded for any one student will not exceed an amount set by the department each fiscal year.**
- 3. General guidelines for expenditures using state monies will apply.**
- 4. Funding is limited to costs directly associated with conducting thesis, dissertation, record of study (registered for at least 1 credit hour of 691), or problems (registered for at least 1 credit hour of 685) research. Awards will not be made for costs associated with the production of the research report (e.g., typing, paper, copying, etc.). However, journal page costs for publication of research (but NOT reprint costs) may be paid from GSRG funds if it can be shown that no other funds are available.**
- 5. Students requesting GSRG support for thesis, dissertation, or record of study research must also apply for funds from the Office of Graduate Studies Research and Presentation Grants Program, if they meet the eligibility requirements of this university program. Proof of submission for this funding support and award amount, or a statement of ineligibility must accompany the GSRG application. GSRG support should be viewed as supplemental to funding available through the Graduate Studies Research and Presentation Program. However, requests denied by the Office of graduate Studies may receive GSRG funding.**
- 6. An application for GSRG can be made by submitting a request on the required application form to the Chair of Graduate Programs. Application will be reviewed at least twice each semester and once during the summer as long as funds are available. Specifically, GSRG deadlines will be the last working day of February, April, June, September, and November. Ordinarily, a graduate student will be notified of the funding decision within 10 working days after the review deadline.**
- 7. Awards will be made on a first-come, first-served basis until budgeted funds are depleted. In the event that funds become limited, priority will be given to students conducting dissertation or record of study research, followed by Ph.D. students conducting research.**

SEHD Graduate Student Strategic Research Award

- o Recipients will be afforded a graduate assistantship-research (GAR), allowing them to devote time to work with their advisors on high-impact research activities. The 12-month**

assistantship will include a monthly stipend, tuition, and benefits.

- **Successful applicants will be a PhD student who has demonstrated exceptional past academic performance; the potential to engage in meaningful, high-impact research; and the potential to generate a number of academic products, including manuscript submissions, grant submissions, and conference presentations. Additional consideration will also be given to students who contribute to the School's mission of diversity and inclusion.**

Fulbright U.S. Student Program

- **This national fellowship provides funding from the U.S. Department of State for graduate students to pursue research, study, and teaching opportunities abroad. [Click here](#) for more information on the program.**

Travel Funding

KNSM Graduate Student Travel Grants

[as amended by KNSM Graduate Faculty –Feb 2011]

This policy specifies the requirements and restrictions for funding graduate student travel using Department of Kinesiology and Sport Management state budgeted funds.

- 1. Students must be in good academic standing (both GPR's ≥ 3.0) to qualify or receive travel reimbursement off state accounts.**
- 2. Awards will be generally be made only for out-of-state travel to national or international meetings to present the results of research.**
- 3. The total awarded to any one student in a fiscal year will not exceed an amount set by the department each year. No student will receive more than one travel award in a fiscal year.**
- 4. General guidelines for travel using state monies will apply.**
- 5. Students must show evidence when applying for departmental funds that they have applied for Graduate Student Research & Presentation Program support from the Office of Graduate Studies (OGS), provided they qualify to apply for OGS funds. Should the student receive a travel award from OGS, and this travel award is less than that available in the department, they will be awarded additional funds only to make a up the difference so that the total awards will not be less than that available in the department.**
- 6. Applications for travel support shall be made to the Chair of Graduate Programs using the appropriate departmental application form. A decision on the award will not be made until the student can provide documentation that the research has been accepted for presentation at the professional meeting they plan to attend.**
- 7. Awards will be made on a first-come, first-served basis until budgeted funds are encumbered or expended. In the case that funds become limited, priority will be given to students traveling to present dissertation or record of study research, followed by Ph.D. students traveling to present research.**

GPS Graduate Student Travel Awards

- The **Graduate Student Travel Award Program** is supported by the Graduate and Professional School and the George Bush Presidential Library Foundation. The purpose of the program is to support graduate student's domestic and international travel related to conferences, academic presentations, research projects, and internships by reimbursing eligible expenses.

Guidelines for Graduate Assistantships

Commitment to Graduate Student Funding

- **The Department of Kinesiology and Sport Management (KNSM) has a long tradition of supporting graduate students, with a particular emphasis on PhD students, during the course of their studies. A full range of Graduate Teaching Assistantships, Graduate Research Assistantships, Merit Fellowships and Scholarships, Tuition Reimbursements, Work Study Assignments, and Mentorships in Teaching with Faculty are available to PhD students and some MS students in KNSM. The department provides abundant opportunities for graduate students to advance skills in teaching, research, and service in order to fully prepare our students for a successful academic career in higher education and other educational research environments.**
- **KNSM emphasizes mentorship and growth in teaching, grant writing, and research for all of our graduate students, and GA positions are provided that enhance a well-rounded graduate experience. While many Graduate Assistantships and Scholarships are available for MS and PhD students, there are limits to funding that vary from year to year. While KNSM cannot guarantee GA positions or scholarships for all students every semester, the department will make every effort to equitably distribute access to the various funding sources for all students.**
- **The general guidelines below are established to help graduate students understand the process of awarding GA positions and to encourage everyone to work collaboratively to advance a well- rounded experience for all students.**

Graduate Assistant Funding

[as amended by KNSM Graduate Faculty - Feb 2011]

This policy specifies the period allowed for graduate assistant funding using Department of Kinesiology and Sport Management state budgeted funds.

- 1. A doctoral degree seeking student can be funded as a graduate assistant (either research or teaching) for no more than 4 years, subject to annual review, availability of funds, and continued satisfactory progress toward meeting the requirements of the degree (including both GPR's ≥ 3.0).**
- 2. A master degree seeking student may be funded as a graduate assistant (either research or teaching) for no more than 2 years subject to annual review, availability of funds, and continued satisfactory progress toward meeting the requirements of the degree (including both GPR's ≥ 3.0).**
- 3. Petitions to extend funding past these limits must be made in writing to the Department Head through the KNSM Chair of Graduate Programs. Each petition must be signed by the student's committee chair, and provide clear rationale for the request. All petitions will be reviewed on a case-by-case basis by the Department Head and Chair of Graduate Studies.**

4. **Any departmental support provided to a PhD student in a semester – whether in the form of salary, tuition, or benefits – will count toward a year of KNSM support. In other words, if a student receives 5 hours, 10 hours, or 20 hours of GA support and/or any support for tuition and/or benefits from the department (no matter the number of hours or dollar value), then the student is considered to have received a full year of Graduate Assistantship benefits from KNSM.**
5. **The department encourages students to secure funding from grants with professors, scholarships from SEHD, GPS, CTE, MSC, and work study activities in the university, graduate assistantships in other departments, centers or institutes, and/or loans to provide support for tuition and benefits. Funding from grants and other sources external or internal to KNSM do not count toward KNSM funding for graduate students.**
6. **Summer funding is rarely available. Priority for summer funding from KNSM will be awarded based on merit, exceptional performance in previous assignments, departmental needs, and student progress toward graduation. If a PhD student receives any summer funding for salary, tuition, or benefits, this will not count toward the 4-year limit on KNSM department funded Graduate Assistantships.**
7. **The Associate Department Head for Graduate Studies, in consultation with the Academic Program Chairs and the Graduate Committee, selects and appoints all Graduate Assistants. This decision of who receives a Graduate Assistantship is based on several factors including: departmental needs, recommendations from Academic Program Chairs, availability of funds, academic credentials, English Language Proficiency scores for International students, Center for Teaching Excellence certification, annual mentor evaluations, full time status, previous years of support, match of skills with research, and competency in teaching and research needs for the position.**

The Graduate Assistant Offer – Details and Explicit Understandings

- **The Department of Kinesiology and Sport Management of Texas A&M University typically offers GA's a full time 20 hour/per week contract at a salary of \$1750 per month for a 9-month period. At least 15 of those 20 hours must be completed in-person at a designated location on campus. Employment is offered for only the term noted and is not guaranteed and should not be relied upon after this date unless an official offer letter is extended by the Department.**
- **Renewal of an assistantship is contingent upon satisfactory work performance during the employment period, compliance with US Export Control Laws, Departmental needs, and satisfactory academic progress toward your degree.**
- **Salary payments are made the 1st working day following the month worked. No salary payment will be made until all employee certifications and trainings are completed and verified.**
- **Benefits of this employment include access to University System Health Insurance. Insurance coverage can begin the 1st date of employment or when the employer contribution becomes**

effective (the first of the month following a 60 day waiting period). Premium payments will be handled through Payroll deduction. Additional information about insurance options is available at <https://employees.tamu.edu/benefits/insurance/>.

- **University System employment also qualifies students for in-state tuition rates. If the student is not a Texas Resident, please contact KNSM Business Office to obtain the in-state tuition waiver in advance of tuition/fee payment deadlines. For a breakdown of tuition and fee costs, please utilize [Texas A&M Tuition Calculator](#). During your employment, 9 credit hours in the fall and spring (currently \$2457, but subject to change) and 6 hours (currently \$1638, but subject to change) during the summer of Texas Resident tuition will be paid on your behalf. All other tuition and fees will be your responsibility.**
- **If a student is working at another location within the Texas A&M University System, they cannot be employed in the Graduate Assistant position until they terminate employment at the other location, or they receive approval from Office of Graduate Studies for you to work additional hours.**
- **Students must be on the payroll in the *Graduate Assistant* title by the 12th class day to receive the tuition waiver, and tuition payment.**
- **Graduate assistants must be full-time students and must register for a minimum of 9 hours during the fall and spring semesters and 6 hours during the summer. The assistantship will require you to work 20 hours per week as assigned by a faculty supervisor.**
- **Student employees are not entitled to university paid holidays or paid leave afforded other budgeted employees. Please consult with the faculty supervisor regarding work assignments before taking time off. GA employment is based on university hours, Monday through Friday, from the beginning until the end of the semester on the university staff calendar.**

Training Requirements for Graduate Assistants

- **All Graduate Assistants (GA), both teaching and non-teaching will complete all training required by Texas A&M University, abide by all rules and regulations of TAMU, and attend all orientation and training meetings. This includes the Center for Teaching Excellence (CTE) certification, KNSM Departmental trainings, and any specific divisional trainings. These must be complete before the student is employed in a GAT (Graduate Assistant Teaching) or GANT (Graduate Assisting Not Teaching but supporting faculty courses) or GAR (Graduate Assistant Research) role. All Graduate Assistants must comply with all CTE requirements, all university employment requirements, and all departmental policies and procedures. Graduate Assistant salary will not begin until the student has secured CTE certification and attended the departmental orientation of all Graduate Assistants (GAT, GANT, and GAR). This orientation is mandatory, and it is expected that all GA's attend and participate as part of their roles and responsibilities. In addition, a Title IX training is required annually for all graduate students who hold a graduate assistantship or receive School funding.**
- **Graduate Assistant Teaching (GAT) – All GATs will be assigned a faculty supervisor. That**

supervisor will oversee GA work and evaluation of that work. GAs are responsible for contacting their supervisor and scheduling at least two observations; one prior to midterm. The supervisor will complete an evaluation and provide feedback following the scheduled observation. In addition, GAs must register their course for both midterm and final evaluations using the PICA system (pica.tamu.edu). Students are responsible for sending the statistical data and feedback from students to their assigned supervisor within one week of receiving the results.

- **Graduate Assistants Non-Teaching (GANT) and Graduate Assistant Research (GAR): All GANTs and GARs will be assigned a faculty supervisor. The University requires that all GANTs and GARs receive a summative evaluation by the supervising professor. This includes graduate assistants for large classes as well as graduate assistants for research. Your response to this evaluation is required. This system is administered online.**

International Students

- **International students who wish to serve in teaching positions (GAT) must meet requisite standardized test scores prior to enrollment. If they do not meet this requirement, they can certify by taking the on-campus [English Language Proficiency Exam \(ELPE\)](#). Students must reach level 1 to be eligible for teaching, and a level 2 is conditionally acceptable for one semester. Registration deadlines exist. Spots fill quickly. For registration information, visit [Testing Services](#). International students serving in GANT positions are expected to pass their ELP exam and complete all necessary GAT training within their first year, such that they are qualified to serve as GATs.**

Graduate Student Assistantship Overloads

[as amended by KNSM Graduate Committee Faculty – 2017]

The expectation for a graduate assistantship is to provide 20 hours per week for work/teaching. On occasion, programs offering assistantships in or out of our department offer additional assistance to students in good academic standing (see the section related to Graduate Assistant Funding for eligibility criteria). These overloads extend teaching/work load to 29-30 hours per week. Given that these additional hours may reduce the student's progress on their own dissertation work and progress towards graduation, students must have, in writing, approvals from their academic advisor, the Division Chair, and the Graduate Faculty Chair before accepting graduate assistantships requiring an additional burden beyond 20 hours per week, regardless of eligibility criteria. Once the departmental approvals are in place, the Graduate Faculty Chair will notify GPS and the KNSM business office that the overload request will be acceptable to the department. This procedure is designed to protect students' time as opposed to discouraging extra income, particularly since research progress for thesis/dissertation students is an important component of their annual evaluation.

Please see the Canvas Graduate Student Community Resource page for the appropriate paperwork to request an overload.

Syllabus and Attendance Certification

For Graduate Assistants who will be teaching a class as a GAT, their syllabus must be uploaded to Howdy by the first day of semester. Attendance certification must be performed after the final day to add/drop a course.

Minimum Syllabus Requirements

A checklist of minimum syllabus requirements and templates for courses taught at TAMU can be found at the [Faculty Senate](#) website.

Department Laptops for Graduate Assistants

[Texas A&M Libraries](#) have Computing and Electronic Resources for students to Loan or Rent for periods of time. Students can rent these resources from the Annex Library. There are also Open Access Labs across campus, allowing students to use university computers and printers across campus. For more information, visit oal.tamu.edu.

Graduate Assistantship Evaluations

To be considered for renewal in a Graduate Assistant position, each student must submit and be approved in their annual review. This review is related specifically and only to their work in their GA position and will be performed separately from their annual student academic evaluation. Each GA will be evaluated by their faculty supervisor. It is the responsibility of the student to secure their evaluation from their supervisor by March 20 of each Spring semester, such that the student can receive full consideration for re-appointment for the Fall semester.

- **Faculty supervisors will meet in person with each student to review and discuss their evaluation, and any plans for development. Final evaluations by the supervisors are due to the Graduate Studies office by April 1 each year.**
- **Graduate Assistants (GAT, GANT, GAR) will be evaluated based on the scoring rubrics below.**
- **For Automatic Renewal of appointments, students must receive scores of 2 or 3 in every category. Students will be informed in writing of their renewal status in April or May of each Spring.**
- **Students who receive scores of 1 in any category will be reviewed by the Graduate Studies Chair with input from both the student and the supervisor. They will then be notified of their status as Non-Renewed or Renewed with Probation (see below).**

Renewal with Probation

- **When the GA receives unsatisfactory scores (i.e., scores of 1 in any category), the student will be considered deficient and placed on GA probation for the next academic semester to rectify the problems (Typically by Dec 1 of the following academic year). The student's supervisor and Graduate Studies Chair will specify the conditions for student improvement and a development plan to reach these. These conditions will be communicated in writing by**

the Chair of Graduate Programs through the Department Head to the student and copied to the student's advisory committee chair, and supervisor. It will be explicitly stated in the probation letter that failure to accomplish the conditions of probation will result in: (1) an immediate block on the student's registration, and (2) a recommendation to the Department Chair that the student not be renewed for his/her appointment if the conditions for probation are not successfully met by the end of the probationary period.

Successful Completion of Conditions of Probation

- **At the end of the probationary period, the student's supervisor shall provide a written status report of the student's progress toward meeting his/her probationary conditions to the Chair of Graduate Programs. If all conditions of the probation period are met, and all evaluation scores rise to the level of 2's and 3's, the student will no longer be considered deficient and will be cleared for renewal of their appointment in the next semester. The student will be notified of this decision by letter from the Chair of Graduate Programs through the Department Head of the Department, which letter will be copied to the student's advisory committee chair, and supervisor.**

Continued Unsatisfactory Progress and Non-Renewal

- **As stated previously, the student's committee chair shall provide a written status report of the student's progress toward meeting their probationary conditions to the Chair of Graduate Programs at the end of the probationary period. If it is the view of the Chair of Graduate Programs that the student has failed to accomplish the conditions of his or her probation, he or she will be subject to non-renewal of their Graduate Assistantship Appointment. Concurrently, the student will be notified by letter that the conditions of his or her probation were not met, and the Graduate Studies Chair will recommend non-renewal to the Department of Kinesiology and Sport Management who will recommend to the Director of the Office of Graduate Studies that he or she be dismissed from the Kinesiology Graduate Program.**

KNSM GAT EVALUATION FORM

Student Name: _____ Student UIN: _____

- Supervisors should complete the evaluation and discuss with each GAT.
- Students must secure FROM their supervisor and submit to the KNSM Graduate Office by March 20.

#	Criteria	Does not meet	Meets	Exceeds
1	The GAT prepared appropriate material for the courses			
2	The GAT was well-organized during the courses			
3	The GAT was on-time and professional in all course-related			
4	Procedures for determining course grades were appropriate			
5	The GAT was knowledgeable concerning the course content			
6	The GAT was well prepared for class meetings			
7	The GAT provided prompt feedback regarding			
8	The GAT provided helpful and constructive feedback			
9	The GAT responded constructively to questions asked in			
10	The GAT provided an opportunity for instructional			
11	The GAT taught the course effectively			

Recommendation for Renewal: *Automatic* *Renewal with Probation* *Non-renewal*

Supervisor Comments:

GA Comments:

Developmental Areas:

Action Plan for Development (Add additional page if needed):

- The above evaluation has been discussed by the supervisor and student.
- The student understands the recommendation and any developmental areas for improvement.

Supervisor Signature: _____ Date _____

Student Signature: _____ Date _____

KNSM GAR EVALUATION FORM

Student Name: _____ Student UIN: _____

- Supervisors should complete the evaluation and discuss with each GAR.
- Students must secure FROM their supervisor and submit to the KNSM Graduate Office by March 20.

#	Criteria	Does not meet	Meets	Exceeds
1	The GAR logged appropriate time commitment (20 hours per week) over the course of their research assignment			
2	The GAR was well-prepared for all research meetings and activities			
3	The GAR contributed appropriately to research activities as assigned			
4	The GAR acted in a professional manner in all research activities			
5	The GAR completed projects/assignments in a timely manner			
6	The GAR communicated effectively with their research team			
7	The GAR communicated effectively with their research supervisor			
8	The GAR demonstrated an adequate level of research productivity			

Recommendation for Renewal: *Automatic* *Renewal with Probation* *Non-renewal*

Supervisor Comments:

GA Comments:

Developmental Areas:

Action Plan for Development (Add additional page if needed):

- The above evaluation has been discussed by the supervisor and student.
- The student understands the recommendation and any developmental areas for improvement.

Supervisor Signature: _____ Date _____

Student Signature: _____ Date _____

KNSM GANT EVALUATION FORM

Student Name: _____ Student UIN: _____

- Supervisors should complete the evaluation and discuss with each GANT.
- Students must secure FROM their supervisor and submit to the KNSM Graduate Office by March 20.

#	Criteria	Does not meet	Meets	Exceeds
1	The GANT was well-organized during the courses			
2	The GANT was on-time and professional in all course-related			
3	The GANT was knowledgeable concerning the course content			
4	The GANT was well prepared for class meetings			
5	The GANT provided prompt feedback regarding			
6	The GANT provided helpful and constructive feedback			
7	The GANT assisted the course effectively			
8	The GANT passed all ELPE qualifications			

Recommendation for Renewal: *Automatic* *Renewal with Probation* *Non-renewal*

Supervisor Comments:

GA Comments:

Developmental Areas:

Action Plan for Development (Add additional page if needed):

- The above evaluation has been discussed by the supervisor and student.
- The student understands the recommendation and any developmental areas for improvement.

Supervisor Signature: _____ Date _____

Student Signature: _____ Date _____

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The Ph.D. Research Experience

[as amended by KNSM Graduate Faculty –Feb 2011; to take effect January 1, 2012]

Work leading to the degree of Doctor of Philosophy (PhD) is designed to give the candidate a thorough and comprehensive knowledge of his or her professional field and training in methods of research. The final basis for granting the degree shall be the candidate's grasp of the subject matter of a broad field of study and a demonstrated ability to do independent research. In addition, the candidate must have acquired the ability to express thoughts clearly and forcefully in both oral and written languages. The degree is not granted solely for the completion of course work, residence, and technical requirements, although these must be met.

Active Engagement in Research

- **It is expected that each doctoral student will be actively engaged in research throughout the duration of his/her graduate study. This should be evidenced by the doctoral student's participation in data collection, research planning and design, data analysis and interpretation, presentation, and publication. The culmination of this on-going experience is the student's dissertation. It is recognized that a significant percentage of the student's training occurs as a result of one-on-one and small group interactions in the research environment. It is also recognized that the Ph.D. is the highest research degree and that it is important for the students to develop the research presentation and publication portion of his/her vita while in the doctoral program. It is also desirable that the student gain experience in the development and submission of grant proposals.**

Research Requirements toward Degree Fulfillment

- **Prior to scheduling of student dissertation proposal meetings (a) the students will have presented, or will have a presentation accepted, as sole or first author, at least one presentation at a state, regional, or national conference, and (b) the student will be an author on at least one research paper submitted to a peer-reviewed national or international journal. The determining factors in authorship and authorship order will be the ethical standards of the American Psychological Association (see the APA Publication Manual). When the student submits the Proposal Title Page form for approval by the Graduate Studies Chair or Department Head, she/he will also submit the KNSM form titled "Dissertation Proposal Requirements" (see Addendum A) along with a) an email or letter documenting acceptance of the required conference presentation and b) a copy of an acknowledgment of manuscript receipt furnished to the author by the journal editor.**

Dissertation Overview and Expectation for Publication

- **The dissertation represents original research conducted by the candidate. It is expected the dissertation will result in one or more publications in leading peer-reviewed journals in the particular area of study. It should therefore conform to a style utilized by a journal or journals, in the student's major area of study and the Office of Graduate Studies Thesis Manual. The University and the Department allow a great deal of latitude in the organization of the dissertation. It should be noted that the scholarship of the work is the primary criterion for evaluation. Consistent with the emphasis on publishing doctoral level work, it is expected that the student will submit one or more manuscripts derived from the dissertation to a national or international refereed journal(s). Students should be first authors on these reports, although secondary authors may be included. If at all possible, these submissions should be completed before the student departs from Texas A&M upon graduation.**

KNSM Teaching Internship

Doctoral Teaching Internship Doctoral programs that provide intensive research training often provide graduate students with minimal or no teaching experience. Job descriptions for the kinds of positions our graduates accept (faculty and post-doctoral experiences) invariably include a commitment to teaching. To help prepare doctoral graduates from Kinesiology specializations at Texas A&M University for this eventuality, this department requires all students take a three credit hour Internship-- KINE (684) in Teaching.

As part of this teaching Internship, the doctoral student must actively assist with an undergraduate course related to his/her area of specialization. The undergraduate course must be approved by the student's graduate advisory committee and by the instructor of record for the course. The instructor of record for the course will also serve as the Internship Supervisor for the student throughout the Internship experience provided he or she is a member or associate member of the graduate faculty.

The student will be required to:

- 1. Attend all required class meetings throughout the semester**
- 2. Teach at least one unit of instruction**
- 3. Teach at least one-third of the lectures in the course**

The Internship Supervisor will be responsible to mentor and supervise the student in developing his/her teaching materials for the portion of the class he/she teaches. The Internship Supervisor will also closely monitor all classes the (doctoral) student teaches and provide regular written and/or verbal feedback to the student. The primary purpose of all feedback is to help the doctoral student improve his/her teaching. Finally, the Internship Supervisor will critique and

provide guidance in the development of any examinations or other evaluation instruments employed in grading students in the undergraduate class prior to their implementation.

The Internship Supervisor, as the instructor of record, will have the right to terminate the Internship any time he or she feels the doctoral student's teaching performance is unacceptable and the educational experiences of the undergraduate students are being compromised. A final written evaluation of the Internship student's teaching performance will be shared with the student, the student's graduate advisory committee, the Chair of Graduate Programs and copied to the student's permanent academic file. Should a student's Internship be terminated, his/her graduate committee will recommend remedial courses or actions prior to allowing that student retake the Internship.

The Internship Supervisor will also be responsible for assigning the final grade of Satisfactory/Unsatisfactory to the Internship student.

Internship Implementation & Evaluation

The purpose of the Internship (KINE 684) is to help our graduate students grow and improve as teachers. The following contains the expectations and evaluation information to facilitate this experience.

1. Internship Supervisor: Responsibilities

- (1) Attend all classes during the Internship.**
- (2) Complete two official Instructional Observation Checklist (IOC); a third informal IOC is recommended early in the Internship.**
- (3) Provide ongoing, informal feedback in addition to the formal IOC.**
- (4) Provide assistance in the preparation of all student materials and exams.**
- (5) Decide early in the Internship if teaching is satisfactory; if warranted, terminate the Internship. If termination is necessary, inform the student's graduate committee so appropriate remedial action may be taken.**
- (6) File all documentation in the student's permanent record.**
- (7) Assign final grade of Satisfactory or Unsatisfactory.**

2. Doctoral Student: Responsibilities

- (1) Attend all classes during the Internship.**
- (2) Teach one-third of the course.**
- (3) Participate in the planning and preparation of all teaching materials for that 1/3 of the course-including exams.**
- (4) Demonstrate competence in all IOC categories (competence is defined as no checks in the 'Needs Improvement' category).**

3. Remedial Suggestions

- (1) Contact the Center on Teaching Excellence for teacher assistance.**
- (2) Undertake additional work with mentor teacher in the classroom.**
- (3) Take additional coursework in teaching methodology.**

(4) Repeat Internship course in its entirety.

4. Recommendations

- (1) Internship Supervisor conducts an 'unofficial' IOC observation in the first week.**
- (2) Should a student be removed from the Internship, recommendations for remedial action are to be placed in the student's file. Upon successful completion of the Internship, the 'remedial recommendations' paperwork should be removed from the file.**
- (3) Incorporate technology into classroom presentations and assignments*.**

5. Final Checklist

- (1) Supervisor and student attend all classes (verify).**
- (2) Supervisor completes three IOC observations supplemented with verbal feedback.**
- (3) One unofficial within 1st three lectures.**
- (4) Official mid-course IOC.**
- (5) Official end-course IOC.**
- (6) Student prepares all materials and exams; Supervisor assists and critiques.**
- (7) Final written evaluation completed and shared with the doctoral student.**
- (8) Written evaluation completed.**
- (9) Verbal review of the written evaluation with student.**
- (10) All documentation placed in student's permanent folder.**

***e.g., using PowerPoint or slide presentations, videotapes; assign papers or reports requiring use of computer graphics, spreadsheets and word processing.**

The Doctoral Degree: Requirements and Limitations

Hours to Completion

- **For a student who has completed a master's degree, a DVM or MD at a U.S. institution, a minimum of 64 hours is required on the degree plan for the degree of Doctor of Philosophy. For a student who has completed a baccalaureate degree but not a master's degree or a U.S. DVM or MD, a minimum of 96 hours is required on the degree plan for the degree of Doctor of Philosophy.**

Continuous Enrollment

- **Students in graduate degree programs requiring a thesis, dissertation, internship, or record of study, who have completed all coursework on their degree plans other than 691 (Research), 684 (Professional Internship), or 692 (Professional Study) are required to be in continuous registration with a minimum of 1 semester credit hour each Fall, Spring, and 10-Week summer session 1 until all requirements for the degree have been completed.**
- **Students that are not in compliance with the continuous registration requirements will be blocked from registration by the department. They will be allowed to register only after receiving a favorable recommendation from a department review committee (not the student's advisory committee), the endorsement of the Department Head, and the approval of the Office of Graduate Studies.**
- **Graduate students that are not in continuous enrollment for a period of one year or more would have to reapply to the graduate program before being permitted to continue their degree program.**
- **Students that qualify for In Absentia registration are only required to register for Fall and Spring semesters to meet continuous enrollment requirements.**

Limits on Distance Education Hours

- **Doctoral students are limited to 4 distance education courses or 12 credit hours of distance education per the [Texas Higher Education Coordinating Board](#).**

Transfer of Credit for Doctoral Degrees

- **Courses for which transfer credits are sought must have been completed with a grade of B or greater and must be approved by the student's advisory committee and the Graduate and Professional School. These courses must not have been used previously for another degree. Except for officially approved cooperative doctoral programs, credit for thesis or dissertation research or the equivalent is not transferable. Credit for "internship" coursework in any form is not transferable. Courses taken in residence at an accredited U.S. institution or approved international institution with a final grade of B or greater will be considered for transfer credit if, at the time the courses were completed, the courses would be accepted for credit toward a similar degree for a student in degree-seeking status at the host institution. Credit for coursework taken by extension is not transferable. Coursework in which no formal grades are given or in which grades other than letter grades (A or B) are earned (for**

example, CR, P, S, U, H, etc.) is not accepted for transfer credit. Credit for coursework submitted for transfer from any School or university must be shown in semester credit hours, or equated to semester credit hours.

- **Courses used toward a degree at another institution may not be applied for graduate credit. If the course to be transferred was taken prior to the conferral of a degree at the transfer institution, a letter from the registrar at that institution stating that the course was not applied for credit toward the degree must be submitted to the Graduate and Professional School.**
- **Grades for courses completed at other institutions are not included in computing the GPR. An official transcript from the university at which transfer courses are taken must be sent directly to the Office of Admissions.**

Residence Requirement

- **In partial fulfillment of the residence requirement for the degree of Master of Science, the student must complete 9 resident credit hours during one regular semester or one 10-week summer semester in resident study at Texas A&M University. Upon recommendation of the student's advisory committee, department head or Chair of the Interdisciplinary Program, if appropriate, and with approval of the Graduate and Professional School, a student may be granted exemption from this requirement. Such a petition, however, must be approved prior to the student's registration for the final 9 credit hours of required coursework.**
- **Students who are employed full-time while completing their degree may fulfill total residence requirements by completion of less-than-full time course loads each semester. To be considered for this, the student is required to submit a Petition for Waivers and Exceptions along with verification of his/her employment to the Graduate and Professional School.**

Time Limit

- **All requirements for doctoral degrees must be completed within a period of ten consecutive calendar years for the degree to be granted. A course will be considered valid until 10 years after the end of the semester in which it is taken. Graduate credit for course work more than ten calendar years old at the time of the final oral examination may not be used to satisfy degree requirements.**
- **A final corrected version of the dissertation in electronic format as a single PDF file must be cleared by the Thesis Office no later than one year after the final examination or within the 10- year time limit, whichever occurs first. Failure to do so will result in the degree not being awarded.**

Hour Cap on Doctoral Degrees

- **Doctoral students have 10 years (30 semesters) to complete their doctoral degree without being penalized. During the 10 years, students who are otherwise eligible for in-state tuition will be charged as such, even if they accumulate more than 99 doctoral hours. After 10 years**

(30 semesters), any student accumulating more than 99 doctoral hours will be charged tuition at a rate equivalent to out-of-state tuition regardless of funding. Students who have been granted individual exemptions for the doctoral hour cap limit by the Texas Higher Education Coordinating Board and those students in programs which have receive programmatic exemptions have 130 doctoral hours and 30 semesters before they are penalized with a higher tuition rate.

Student's Advisory Committee

- A graduate student at Texas A&M University benefits from the guidance and expertise of faculty members who agree to serve on their graduate advisory committee. The students' committee approves courses, thesis and dissertation proposals, conducts preliminary written and oral examinations for doctoral students, and administers the final examination required for all degrees. It is the student's responsibility to form an advisory committee. This is done by completing a degree plan, which is signed by the faculty members who agree to serve on the advisory committee. Students in the Ph.D. program must file their degree plans and form their advisory committees before the end of their fourth regular semester in residence, excluding summer semester. Registration for future semesters is blocked until the degree plan is on file.**
- Doctoral advisory committees will consist of no fewer than four members of the graduate faculty. The chair or co-chair must be from the student's department, and at least one or more of the members must be from a department other than the student's major department.**
- Before the completion of 36 hours, a student should have met, consulted with, and chosen a faculty chairperson for his/her dissertation. The chair, in consultation with the student, will select the remainder of the advisory committee. Only graduate faculty members located on the campuses at College Station, Galveston, Texas A&M University-Temple Campus or Institute of Biosciences and Technology-Houston may serve as chair of a student's advisory committee.**
- Other Texas A&M University graduate faculty members, including the Texas A&M University System graduate faculty, may serve as co-chair with an individual located at College Station, Houston, Temple or Galveston.**
- The committee members' signatures on the degree plan indicate their willingness to accept the responsibility for guiding and directing the entire academic program of the student and for initiating all academic actions concerning the student. Although individual committee members may be replaced by petition for valid reasons, a committee cannot resign en masse. The chair of the committee, who usually has immediate supervision of the student's research and dissertation or record of study, has the responsibility for calling all meetings of the committee. The duties of the committee include responsibility for the proposed degree plan, the research proposal, the preliminary examination, the dissertation or record of study and the final examination. In addition, the committee, as a group and as individual members, is responsible for counseling the student on academic matters, and, in the case of**

academic deficiency, initiating recommendations to the Graduate and Professional School.

Change of Advisor/Committee Chair

- **Usually KNSM graduate students work continuously with one committee chair (primary advisor) during their graduate career in our department. It is the student's responsibility to communicate his/her professional goals and priorities to the committee chair. If, however, a currently enrolled student believes his/her interests would be better served with a different committee chair, the student should contact the Graduate Studies Chair and/or the Graduate Studies Coordinator to initiate this process. The KNSM Graduate Studies Office can often assist with finding a new advisor.**
- **If the student is pursuing a Ph.D. degree, he/she must pursue negotiations with other Research members of the KNSM Graduate Faculty who are eligible to advise thesis/dissertation students. Before a change of committee chairs is finalized, the student must gain signatures from the former and the new committee chair, as well as the Graduate Studies Chair, on the KNSM Graduate Studies Change of Advisor Form (see Addendum B). If the student has already filed a degree plan, a petition form to change committee members should be submitted to GPS.**

Adequate Progress – Full-Time KNSM PhD Students

The following criteria are recommended for KNSM PhD students to be considered as adequately progressing toward their degree. These criteria will form the basis of annual student evaluations.

For Students Admitted to the Degree Program and Taking Courses

1. **Meets/has met face-to-face with advisor upon admission or prior to beginning of coursework**
2. **Enrolls in a course load sufficient to complete coursework in approximately four (4) years.**
3. **Accurately and fully completes required Doctoral Student Annual Review each year.**
4. **Identifies Chair and committee within 27 hours.**
5. **Within completing 36 hours of doctoral work, has developed, with help of Chair a degree plan, listing both courses to be taken and semesters in which courses will be taken.**
6. **Successfully completes all enrolled courses listed on degree plan with a grade of "B" or better each semester, including summer session.**
7. **After first semester, participates in at least one professional development activity (i.e., conference proposal writing, conference presentation, grant writing etc.) each semester.**
8. **After first semester, participates in a research project (e.g., various activities such as lit search, data collection, data analysis); after third semester, participates in the design and implementation of a research project.**
9. **By the beginning of the third semester, if not sooner as part of grant work, completes training for research compliance certification appropriate for program/field of study**

(e.g. IRB).

10. **By the end of the third semester, and each semester thereafter, actively engages in research process, by way of contributing to conference proposals, manuscripts, grant proposals, or other research products.**

For Students Who Have Completed Coursework

1. **Meets face-to-face with Chair at least once a semester.**
2. **Accurately and fully completes required Doctoral Student Annual Review each year.**
3. **Admitted to candidacy within one year of finishing course work.**
4. **No later than one semester after finishing coursework, completes a detailed "Roadmap" outlining steps and dates for completing and defending the dissertation within 2 years of completing Preliminary/Qualifying Examination.**
5. **Schedules and successfully completes Preliminary/Qualifying Examination sequence within one semester of finishing coursework.**
6. **Prepares, schedules, and successfully presents proposal for dissertation within one year of finishing coursework but no sooner than 2-weeks following the Preliminary/Qualifying Examination.**
7. **Continues to actively engage in research process, by way of contributing to conference proposals, manuscripts, grant proposals, or other research products.**

For Students Admitted to Candidacy

1. **Meets face-to-face with Chair at least once a semester.**
2. **Accurately completes required Doctoral Student Annual Review each year.**
3. **Successfully defends dissertation by "Roadmap" date.**
4. **Revises "Roadmap" if deadline is not met – no more than two extensions during period of writing.**

Annual Review of Doctoral Students

- **All KNSM Graduate Students must submit an annual student progress evaluation in Canvas by May 10 of each academic year. In this evaluation, they will be asked to report on their annual and to-date academic progress (formal courses taken and grades), their research activities, funding activities, publication productivity, and service to the university and profession.**
- **Progress of doctoral students toward completion of their degree will then be initially evaluated by the Graduate Advisor's Office according to expectations set forth in this handbook and the University Graduate Catalog. The primary purpose is to consider progress in the many proficiencies required of doctoral students beyond the minimum requirement to maintain good academic standing (both GPR's ≥ 3.0).**
- **Upon review, students and advisors will receive notification only if there are any areas of potential deficiencies. Upon review by the student's academic advisor, if any concerns remain, they will be brought to the Fall Graduate Faculty meeting for discussion and vote. All decisions regarding "satisfactory progress" or "scholastic deficiency" (defined as any deficiency other than $GPR < 3.00$) will be made by majority vote of the full members of the**

Kinesiology Graduate Faculty. Students and advisors will be informed by letter in advance of the Annual Review of Doctoral Students meeting. (See Student Rule 12 <https://student-rules.tamu.edu/rule12/>)

- **Satisfactory Progress. Students judged to be making satisfactory progress will be so informed in writing by the Chair of Graduate Programs. When concerns are raised that do not rise to the level of formally placing the student on probation, these may be noted in the letter. The letter will be copied to the student's advisory committee chair and permanent file.**
- **Unsatisfactory Progress and Scholastic Probation. When it is judged that a student is not making satisfactory progress even though his/her GPR is not <3.00 (which triggers automatic scholastic probation status), the student will be considered scholastically deficient and placed on scholastic probation for a reasonable period of time (end of period to coincide with end of an academic session) to rectify the problem(s). The Members of the Graduate Faculty will specify the conditions and period of the probation by majority vote. These conditions will be communicated in writing by the Chair of Graduate Programs through the Department Head to the student and copied to the student's advisory committee chair, his or her permanent file, and to the Director of the Office of Graduate Studies. It will be explicitly stated in the probation letter that failure to accomplish the conditions of probation will result in: (1) an immediate block on the student's registration, and (2) a recommendation to the Office of Graduate Studies that he or she be dismissed from the Kinesiology Graduate Program if the conditions for probation are not successfully met by the end of the probationary period. KNSM department policy prohibits any student on scholastic probation from commencing or continuing to hold an assistantship, regardless of the source of the funding (state funds, distance education revenue, external funding, etc.)**
- **Successful Completion of Conditions of Probation. At the end of the probationary period, the student's committee chair shall provide a written status report of the student's progress toward meeting his/her probationary conditions to the Chair of Graduate Programs. If all conditions of the probation period are met, the student will no longer be considered scholastically deficient and will be cleared to register for the next semester. The student will be notified of this decision by letter from the Chair of Graduate Programs through the Department Head of the Department, which letter will be copied to the student's advisory committee chair, permanent file, and to the Director of the Office of Graduate Studies. A student may be removed from scholastic probation before the end of the prescribed probationary period, provided he/she documents successful completion of all conditions of his/her probation in writing to the Chair of Graduate Programs. The written request must include sufficient documentation to judge completion of the conditions of probation, and be signed by the student, the student's committee chair, and all committee members, provided a full committee has been formed.**
- **Continued Unsatisfactory Progress and First Dismissal. As stated previously, the student's committee chair shall provide a written status report of the student's progress toward meeting their probationary conditions to the Chair of Graduate Programs at the end**

of the probationary period. If it is the view of the Chair of Graduate Programs that the student has failed to accomplish the conditions of his or her probation, he or she will be immediately blocked from registration.

- **Concurrently, the student will be notified by letter that the conditions of his or her probation were not met, and the Department of Kinesiology and Sport Management will recommend to the Director of the Office of Graduate Studies that he or she be dismissed from the Kinesiology Graduate Program. A letter recommending dismissal will be sent to the Director of the Office of Graduate Studies from the Chair of Graduate programs through the Department Head. Both the letter to the student and the letter to the Director of the Office of Graduate Studies will be copied to the student's advisory committee chair and the student's permanent file. The student's advisory committee chair may submit a written request to the Chair of Graduate Programs and Department Head to request a review of the dismissal decision by the KNSM Graduate Faculty as a whole. In this event, a meeting of the KNSM Graduate Faculty will be called as soon as possible to discuss this issue. A majority decision by members of the Graduate Faculty will carry. Readmission after the first dismissal may be possible (see Policy for Readmission of Dismissed Graduate Students, pp. 26-27), but will not be granted until at least one full academic term (Fall or Spring) or two summer sessions have passed following dismissal.**
- **Unsatisfactory Progress and Second (Permanent) Dismissal after Readmission. In the event that a student has previously been dismissed and then readmitted, failure to meet the conditions for readmission in a timely manner will result in a second and permanent dismissal from the graduate programs in the Department of Kinesiology and Sport Management. Furthermore, he or she will be permanently blocked from registering for courses in the Department of Kinesiology and Sport Management. The student's advisory committee chair may submit a written request to the Chair of Graduate Programs and Department Head to request a review of the dismissal decision by the KNSM Graduate Faculty as a whole. In this event, a meeting of the KNSM Graduate Faculty will be called as soon as possible to discuss this issue. A majority decision by members of the Graduate Faculty will carry.**

Procedures Regarding Scholastic Deficiency/Probation Due to Inadequate GPR

- **The KNSM Graduate Studies Chair will check cumulative GPR's on all KNSM graduate students within the first week after grades are posted each semester and will notify students whose GPR's fall under 3.0. After a check on accuracy of all grades, the Graduate Studies Chair will formally notify (by email and letter mailed to student's address on record) students with GPR's less than 3.0 that they are on scholastic probation and to inform them of the conditions of the probation, with copies sent to the student's committee chair/advisor and to GPS and one placed in student's permanent academic file.**

First Semester on Scholastic Probation

- (1) **The student has one long semester of probation (excluding summer terms) to raise GPR to a 3.0 or above, or to demonstrate acceptable proficiency in other requisites**

of his or her degree as may be assigned by his or her graduate committee, department, or Office of Graduate Studies.

- (2) If the student fails to make progress toward raising the GPR or otherwise meeting the conditions of his/her probation, the student may be dismissed from the graduate program at the end of the probationary period.

Second Semester on Scholastic Probation

- (1) A second semester extension may be granted by the Graduate Studies Chair upon receipt of a written request from the student's committee chair/advisor verifying that the following circumstances apply:
 - a. The student has made reasonable progress during the first semester on probation toward raising the GPR or meeting other designated conditions of his or her probation; and/or
 - b. There are medical reasons for not meeting the terms of the original probation, verified by the committee chair or advisor; and
 - c. A plan is in place to enable the student to raise GPR to acceptable level and meet other designated condition of his or her probation by end of the next long semester (excluding summer terms).
 - d. If the above conditions are met and the Graduate Studies Chair concurs with the request, a second letter stating the conditions of the final probationary period will be sent to the student, committee chair/advisor, OGS, and placed in the student's permanent academic file.
- (2) If the student fails to meet the conditions of the final probation, it will be recommended to the Office of Graduate Studies that he or she be dismissed from the graduate program. The recommendation to dismiss will be made by a vote of the KNSM Graduate Faculty.
- (3) To be readmitted after dismissal, the student must comply with the Policy for Readmission of Dismissed Graduate Students as set forth by the Graduate Faculty of the Department of Kinesiology and Sport Management. See also "Policy Regarding Annual Review of Doctoral Students", pp. 21-23.

Procedure for Readmission of Dismissed Graduate Students

Note: Readmission after the first dismissal will not be granted until at least one full academic term (Fall or Spring) or two summer sessions have passed following dismissal.

1. **Advisory Committee Chair and student meet to discuss readmission.**
 - (1) **Chair decision to either support or not support petition for readmission**
 - a. **Yes; proceed to step 2.**
 - b. **No; student denied readmission.**
 - **Student may elect to seek new Chair (Chair must be full member of the Graduate Faculty for doctoral students).**
2. **Advisory Committee Chair and student develop written document entitled Justification**

- for Readmission which will be signed by the student and include:**
- (1) Rationale for readmission including:**
 - a. Clear statement indicating student understands the reasons for dismissal.**
 - b. Recognition of circumstances which contributed to his/her failure to complete academic requisites for the degree as directed by Graduate Faculty; e.g., employment commitments, personal priorities, etc.**
 - c. Statement of commitment to alter circumstances to ensure completion of the degree in reasonable amount of time; e.g., change employment, priority of completing degree, etc.**
 - (2) Detailed plan for completion of degree requirements to include:**
 - d. Ordered tasks to complete degree; e.g., prelims, proposal, defense, etc.**
 - e. Specific and reasonable deadlines for completion tasks.**
 - (3) Written statement of understanding by student that, should a favorable decision be made to readmit:**
 - f. He or she will be under probation until completion of all degree requirements;**
 - g. Probation will include the conditions that he or she must make acceptable progress toward completing the degree as evidenced by meeting all specified deadlines in the written plan and must maintain at least a 3.0 cumulative and degree plan GPR; and**
 - h. Failure to meet any of the conditions of probation will result in a recommendation to the Office of Graduate Studies that he or she be dismissed from the graduate program with no possibility of readmission to the graduate program in the Department of Kinesiology and Sport Management. Furthermore, he or she will be permanently blocked from registering for courses in the Department of Kinesiology and Sport Management.**
 - (4) Academic transcript and resume included as an attachment.**
- 3. Committee Chair and student develop petition for readmission that includes as an attachment the Justification for Readmission written document.**
 - 4. Committee Chair and student meet with original advisory committee members to discuss petition and Justification for Readmission.**
 - (1) Committee decision to either support or not support petition for readmission.**
 - a. Yes (must be unanimous by committee); proceed to step 5.**
 - b. No; student denied readmission.**
 - Student may elect to seek new member of committee to replace those who will not support petition for readmission.**
 - 5. Student submits letter to the Chair of graduate Programs with the petition signed by all advisory committee members and the Justification for Readmission requesting;**

- (1) review by the Chair of Graduate Programs and
 - (2) that the matter be considered by the Graduate Faculty at the next scheduled meeting.
6. Student presents request for readmission, either in person or in writing, at scheduled meetings of Graduate Faculty where quorum of Graduate Faculty members (Members for doctoral students, Associate and Members for Masters students) and student's Advisory Committee Chair are present.
7. Graduate Faculty cast secret ballots either for or against readmission.
 - (1) Voting by Members and Associate Members of KNSM Graduate Faculty.
 - (2) Votes counted by Chair of Graduate Programs, graduate program support staff, and one other appointed member of Graduate Faculty
8. Results of voting reported in writing by Chair of Graduate Programs to Department Head along with student's petition and Justification for Readmission.
9. Results of voting copied to student, student's committee chair, and the student's permanent file.
10. Decision on readmission by Department Head.
 - (1) Yes; signed petition with attached Justification for Readmission forwarded to Associate Dean for Graduate Studies.
 - (2) No; petition not signed and student denied readmission.
11. If readmitted, student will be allowed to register for graduate classes the subsequent academic terms, but will remain on scholastic probation until graduation.

Reference GPS Policy:

1. Graduate Catalog, "graduate students must maintain a GPR of 3.000 for all courses which are listed on the degree plan AND for all graded graduate and advanced undergraduate coursework completed at Texas A&M and eligible to be applied toward a graduate degree...If either of a student's cumulative GPR OR the GPR for courses listed on the degree plan falls below the minimum of 3.00, he or she will be considered to be scholastically deficient...and may be dropped from graduate studies."
2. Texas A&M University Student Rules section 12, "Scholastic Deficiency/Probation."

Degree Plan

- The student's advisory committee will evaluate the student's previous education and degree objectives. The committee, in consultation with the student, will develop a proposed degree plan and outline a research problem which, when completed, as indicated by the dissertation (or its equivalent for the degree of Doctor of Education or the degree of Doctor of Engineering), will constitute the basic requirements for the degree. The degree plan must be filed with the Graduate and Professional School during the semester in which the student is enrolled in the 36th hour, and no later than 90 days prior to the

preliminary examination.

- **A graduate student must file a degree plan which includes those courses to be applied toward a particular degree and formally establishes the advisory committee. Courses previously used for another degree are not acceptable for degree plan credit.**
- **Lower division undergraduate coursework (100- and 200-level) may not be used for credit toward a graduate degree. Coursework applied to a previous degree may not be used toward a graduate degree. Coursework may not be used to satisfy requirements for more than one degree.**
- **Additional coursework may be added to the approved degree plan by the student's advisory committee if such additional coursework is needed to correct deficiencies in the student's academic preparation. Specific details and requirements for each degree program may be obtained from the student's academic department or the specific degree program requirements provided in the catalog. No changes can be made to the degree plan once the student's Request for Final Examination or Request for Final Examination Exemption is approved by the Graduate and Professional School.**
- **Changes in the approved degree plan may be made by petition to the Graduate and Professional School. A student should submit the degree plan and petitions using the online Document Processing Submission System located on the website at <https://ogsdpss.tamu.edu>. Courses listed on the degree plan are subject to degree program time limits. Please refer to the Time Limits section in each degree program section in which the student is presently enrolled.**

Petitions

- **Graduate students may use petitions to:**
 1. **request a change of major, degree or department;**
 2. **request changes to the coursework or committee membership as established by the degree plan;**
 3. **request a leave of absence;**
 4. **request extensions to time limits; or**
 5. **Request exceptions to published rules.**
- **Each petition will be considered on its own merit by the Associate Provost for Graduate and Professional Studies. The student should make such requests by submitting either a Major, Degree, or Department petition (MDD) or a Long Form petition. Petitions are submitted through the [Document Processing Submission System \(DPSS\)](#). The petition will be routed for the required approval by the members of the student's advisory committee, if appointed, and the department head, or his or her designee (or chair of the intercollegiate faculty, if appropriate). Students are able to log in to the site to check on the progress of the petition's approval.**

Steps to Complete

Preliminary Examination for Doctoral Students

- **The student's major department (or chair of the interdisciplinary degree program faculty, if applicable) and their advisory committee may require qualifying, cumulative or other types of examinations at any time deemed desirable. These examinations are entirely at the discretion of the department and the student's advisory committee.**
- **The preliminary examination is required. The preliminary examination for a doctoral student shall be given no earlier than a date at which the student is within 6 credit hours of completion of the formal coursework on the degree plan (i.e., all coursework on the degree plan except 681, 684, 690, 691, 692, 693, 695, 697, 791, or other graduate courses specifically designated as S/U in the course catalog). The student should complete the Preliminary Examination no later than the end of the semester following the completion of the formal coursework on the degree plan.**

Preliminary Examination Format

- **The objective of preliminary examination is to evaluate whether the student has demonstrated the following qualifications:**
 1. **a mastery of the subject matter of all fields in the program;**
 2. **an adequate knowledge of the literature in these fields and an ability to carry out bibliographical research;**
 3. **an understanding of the research problem and the appropriate methodological approaches.**
- **The format of the preliminary examination shall be determined by the student's department (or interdisciplinary degree program, if applicable) and advisory committee, and communicated to the student in advance of the examination. The exam may consist of a written component, oral component, or combination of written and oral components.**
- **The preliminary exam may be administered by the advisory committee or a departmental committee; herein referred to as the examination committee.**
- **Regardless of exam format, a student will receive an overall preliminary exam result of pass or fail. The department (or interdisciplinary degree program, if applicable) will determine how the overall pass or fail result is determined based on the exam structure and internal department procedures. If the exam is administered by the advisory committee, each advisory committee member will provide a pass or fail evaluation decision.**
- **Only one advisory committee substitution is allowed to provide an evaluation decision for a student's preliminary exam, and it cannot be the committee chair.**
- **If a student is required to take, as a part of the preliminary examination, a written component administered by a department or interdisciplinary degree program, the**

department or interdisciplinary degree program faculty must:

- 1. Offer the examination at least once every six months. The departmental or interdisciplinary degree program examination should be announced at least 30 days prior to the scheduled examination date.**
- 2. Assume the responsibility for marking the examination satisfactory or unsatisfactory, or otherwise graded, and in the case of unsatisfactory, stating specifically the reasons for such a mark.**
- 3. Forward the marked examination to the chair of the student's advisory committee within one week after the examination.**

Preliminary Examination Scheduling

- Prior to commencing any component of the preliminary examination, a departmental representative or the advisory committee chair will review the eligibility criteria with the student, using the Preliminary Examination Checklist to ensure the student is eligible for the preliminary examination. The following list of eligibility requirements applies.**
 - 1. Student is registered at Texas A&M University for a minimum of one semester credit hour in the long semester or summer term during which any component of the preliminary examination is held. If the entire examination is held between semesters, then the student must be registered for the term immediately preceding the examination.**
 - 2. An approved degree plan is on file with the Graduate and Professional School prior to commencing the first component of the examination.**
 - 3. Student's cumulative GPR is at least 3.000**
 - 4. Student's degree plan GPR is at least 3.000.**
 - 5. All English language proficiency requirements are satisfied.**
 - 6. At the end of the semester in which at least the first component of the exam is given, there are no more than 6 hours of coursework remaining on the degree plan (except 681, 684, 690, 691, 692, 693, 695, 697, 791, or other graduate courses specifically designated as S/U in the course catalog). The head of the student's department (or Chair of the Interdisciplinary Degree Program, if applicable) has the authority to approve a waiver of this criterion.**

Report of Preliminary Examination

- Credit for the preliminary examination is not transferable in cases where a student changes degree programs after passing a preliminary exam.**
- If a written component precedes an oral component of the preliminary exam, the chair of the student's examination committee is responsible for making all written examinations available to all members of the committee. A positive evaluation of the preliminary exam by all members of a student's examination committee with at most one dissension is required**

to pass a student on his or her preliminary exam.

- **The student's department will promptly report the results of the Preliminary Examination to the Graduate and Professional School via the Report of Doctoral Preliminary Examination form. The Preliminary Examination checklist form must also be submitted. These forms should be submitted to the Graduate and Professional School within 10 working days of completion of the preliminary examination.**
- **The Report of the Preliminary Examination form must be submitted with original signatures of the approved examination committee members. If an approved examination committee member substitution (one only) has been made, that signature must also be included, in place of the committee member, on the form submitted to the Graduate and Professional School. The original signature of the department head is also required on the form.**
- **After passing the required preliminary examination for the doctoral degree, the student must complete the final examination for the degree within four calendar years. Otherwise, the student will be required to repeat the preliminary examination.**

Retake of Failed Preliminary Examination

- **Upon approval of the student's examination committee, with no more than one member dissenting, and approval of the Graduate and Professional School, a student who has failed the preliminary examination may be given one re-examination. Adequate time must be given to permit the student to address the inadequacies emerging from the first preliminary examination. The examination committee must agree upon and communicate in writing to the student, an adequate time-frame from the first examination (normally six months) to retest, as well as a detailed explanation of the inadequacies emerging from the examination. The student and the committee should jointly negotiate a mutually acceptable date for this retest. When providing feedback on inadequacies, the committee should clearly document expected improvements that the student must be able to exhibit in order to retake the exam. The examination committee will document and communicate the time-frame and feedback within 10 working days of the exam that was not passed.**

Research Proposal

- **All doctoral degrees require a research proposal. The proposal must be approved by the advisory committee and the head of the major department or chair of the intercollegiate faculty, if applicable. This proposal must be submitted to the Graduate and Professional School at least 20 working days prior to the submission of the request for the final examination. All research proposals are routed to the Office of Research Compliance and Biosafety for review and approval by the Graduate and Professional School prior to final approval.**
- **Compliance issues must be addressed if a graduate student is performing research involving human subjects, animals, infectious biohazards and recombinant DNA. A student involved in**

these types of research should check with the Office of Research Compliance and Biosafety at (979) 458-1467 to address questions about all research compliance responsibilities.

Additional information can also be obtained on the website <http://rcb.tamu.edu>.

Final Examination for Doctoral Students

- **The candidate for the doctoral degree must pass a final examination by deadline dates announced in the “Graduate and Professional School Calendar” each semester. The doctoral student is allowed only one opportunity to take the final examination.**
- **No unabsolved grades of D, F, or U for any course can be listed on the degree plan. The student must be registered for any remaining hours of 681, 684, 690, 691, 692, 791 or other graduate courses specifically designated as S/U in the course catalog during the semester of the final exam. No student may be given a final examination until they have been admitted to candidacy and their current official cumulative and degree plan GPAs are 3.00 or better.**
- **To be admitted to candidacy for a doctoral degree, a student must have:**
 1. **completed all formal coursework on the degree plan with the exception of any remaining 681, 684, 690 and 691, 692 (Professional Study), 791 or other graduate courses specifically designated as S/U in the course catalog,**
 2. **a 3.00 Graduate GPA and a Degree Plan GPA of at least 3.00 with no grade lower than C in any course on the degree plan,**
 3. **passed the preliminary examination,**
 4. **submitted an approved dissertation proposal,**
 5. **met the residence requirements.**
- **The request to hold and announce the final examination must be submitted to the Graduate and Professional School a minimum of 10 working days in advance of the scheduled date. Any changes to the degree plan must be approved by the Graduate and Professional School prior to the submission of the request for final examination. To reserve a room for the dissertation defense, the student must contact the KNSM main office. They will then complete the Request and Announcement of Final Exam form located on the GPS website. This form must be submitted to the KNSM Graduate Advising Office at least 2 ½ weeks prior to the scheduled defense date. This will allow the advising office time to review the student's degree evaluation and notify the student of any deficiencies, if applicable.**
- **The student's advisory committee will conduct this examination. The final examination is not to be administered until the dissertation is available in substantially final form to the student's advisory committee, and all concerned have had adequate time to review the document. Whereas the final examination may cover the broad field of the candidate's training, it is presumed that the major portion of the time will be devoted to the dissertation and closely allied topics. Persons other than members of the graduate faculty**

may, with mutual consent of the candidate and the chair of the advisory committee, be invited to attend a final examination for an advanced degree. A positive vote by all members of the graduate committee with at most one dissension is required to pass a student on his or her exam. A department can have a stricter requirement provided there is consistency within all degree programs within a department. Upon completion of the questioning of the candidate, all visitors must excuse themselves from the proceedings.

Report of Final Examination

- **The student's department will promptly report the results of the Final Examination to the Graduate and Professional School via the Report of Doctoral Final Examination form. These forms should be submitted to the Graduate and Professional School within 10 working days of completion of the final examination. The Graduate and Professional School must be notified in writing of any cancellations.**
- **A positive evaluation of the final exam by all members of a student's advisory committee with at most one dissension is required to pass a student on his or her final exam. The Report of the Final Examination Form must be submitted with original signatures of only the committee members approved by the Graduate and Professional School. If necessary, multiple copies of the form may be submitted with different committee member original signatures. If an approved committee member substitution (1 only) has been made, his/her signature must be included on the form submitted to the Graduate and Professional School.**
- **All members must be in-person for the final defense. With approval (prior to submitting Request for Final Exam), up to one member (excluding Chair) may join via video conference. This conference must be set up by the student, as well as obtaining all committee member signatures prior to submission to the Graduate Advising Office.**

Dissertation

- **The Graduate and Professional School is responsible for reviewing each dissertation to ensure that the format requirements of the University are met. Guidelines and electronic templates for the preparation of the manuscript are available in the *Thesis and Dissertation Manual* and online at <http://ogaps.tamu.edu>. All manuscripts must be submitted electronically.**

Pre-Defense Publication of Dissertation Material

- **A graduate student may publish material that subsequently will be used as part of the dissertation.**
- **A student should be aware of the copyright agreement that is signed when a journal (hard copy or electronic) accepts an article for publication. At that time, the student generally assigns rights to the journal as publisher. If the student has not retained the right to use the material in the dissertation, he/she must then obtain written permission from the copyright holder to include the material in the manuscript. If such permission is not obtained, or rights**

have not been retained, the copyrighted material cannot be included in the dissertation.

Use of Classified and Proprietary Information in Dissertation

- **Committee chairs are cautioned against allowing a student to use classified or proprietary information in electronic dissertations (ETDs), because these documents become available to the public upon submission to the Graduate and Professional School. The research conducted at Texas A&M University, as a Texas public institution, is ultimately for the benefit of the public. All ETDs are available on the Internet via the Texas A&M University Libraries. In addition, dissertations are published electronically by ProQuest (UMI) and are available from that source. A temporary embargo, or delay in public release, is possible.**

Graduation

- **A graduate degree is conferred at the close of each regular semester and 10-week summer semester. A candidate for an advanced degree who expects to complete his/her work at the end of a given semester must apply for graduation by submitting the electronic application for degree to the Office of the Registrar and by paying the required graduation fee to Student Business Services no later than the Friday of the fifth week of the fall or spring semester or the Friday of the first week of the second summer term. The electronic application can be accessed via the Howdy portal. A cancellation made after the application deadline will not result in a refund of the diploma fee. Graduate degree candidates who have completed all degree requirements will not be allowed to cancel their graduation application without approval from the Graduate and Professional School. A student should check the website of the Office of the Registrar at <http://graduation.tamu.edu> to determine the date and time of his/her graduation ceremony.**

Letter of Completion

- **The Graduate and Professional School may issue a letter of completion for an individual student upon written request from the student. The letter of completion certifies that the student has completed all academic requirements for the degree and states the date the degree will be awarded. International students should contact International Student Services prior to requesting a letter of completion to determine how receiving it could affect the student's visa status.**
- **This letter may be requested anytime from the point the student has completed all requirements for the awarding of the degree and until five days prior to commencement. A student in a master's thesis option or a doctoral program must have completed all degree requirements, including final clearance from Thesis and Dissertation Services, to be eligible to request this letter. For a student in master's non-thesis option programs, requests for a letter will be accepted only if the student has completed all degree plan coursework and the final examination results, if applicable, have been approved by the Graduate and Professional School.**

Steps to Earning Your PhD in Kinesiology

Step	What to Do	When	Approved by
1	Accept offer of admission, clear all holds and take Title IX training	Before first semester registration	Faculty Advisor, Advisor
2	Attend new student orientation in August at Texas A&M	start of your first full semester	Faculty advisor, Advisor
3	Complete course work each semester with a 3.0 or above	First three years of the program	Instructors, Faculty Advisor
4	Submit degree plan	Fall Year 2.	Faculty advisor, advisor
5	Submit checklist and the report of the Preliminary Exam	Fall Year 2 (ideal). Must be received by GPS 10 working days after exam date and at least 14 weeks prior to the final defense date.	Advisory committee, department head and GPS
6	Submit proposal for dissertation or record of study	Spring Year 3. No later than 20 working days prior to submission of the Request and Announcement of Final Examination.	Advisory committee, department head and GPS
7	Apply for a degree online at the Howdy portal ; pay graduation fee	During the first week of the final semester; pay graduation fee after graduate application is submitted	GPS
8	Submit Request and Announcement of Final Examination to hold and announce final oral examination	Year 4. Must be received by GPS at least 10 working days before final exam date.	Advisory committee, department head and GPS
9	Successfully complete final examination	Year 4. The Report of the Final Examination form should be submitted to GPS within 10 days	Advisory committee and GPS
10	Upload approved PDF file of the completed dissertation or record of study to etd.tamu.edu and submit signed approval form to GPS	See GPS calendar for deadlines.	Advisory committee, department head and GPS
11	Graduation; arrange for cap and gown (More Information)	After you apply for graduation before deadline	
*	Update your distance location in Howdy and check for holds	Each semester	Registrar's Office

M.S. Experience Overview

[as amended by KNSM Graduate Faculty –Feb 2011; to take effect January 1, 2012]

Work leading to the degree of Masters of Science is designed to give the candidate a thorough and comprehensive knowledge of his or her professional field and training in methods of research.

Students have the option to pursue a thesis or non-thesis Master of Science degree. The final basis for granting the degree shall be the candidate's grasp of the subject matter of a broad field of study and a demonstrated ability to do independent research. In addition, the candidate must have acquired the ability to express thoughts clearly and forcefully in both oral and written languages.

The degree is not granted solely for the completion of course work, residence, and technical requirements, although these must be met.

Student's Advisory Committee (per graduate catalog)

- **After receiving admission to graduate studies and enrolling, the student will consult with the assigned faculty advisor concerning course work and registration. The assigned faculty advisor may or may not serve as the chair or co-chair of the student's advisory committee. The chair or one of the co-chairs of the advisory committee must be from the student's department, and at least one of the members must be from a department other than KNSM. The student's advisory committee for the MS degree will consist of no fewer than three members of the graduate faculty, representative of the student's fields of study and research. The chair or the co-chair of the advisory committee must be from the student's major department, and at least one or more of the members must have an appointment to a department other than the student's major department.**
- **The chair, in consultation with the student, will select the remainder of the advisory committee. The student will interview each prospective committee member to determine whether he or she is willing to serve. Only graduate faculty members located on Texas A&M University campuses may serve as chair of a student's advisory committee. Other graduate faculty members located off-campus may serve as a member or co-chair (but not chair), with a member as the chair. The chair of the committee, who usually has immediate supervision of the student's degree program, has the responsibility for calling meetings at any other time considered desirable.**
- **The duties of the committee include responsibility for the proposed degree plan, any professional study or project, and the final examination, if applicable. In addition, the committee, as a group and as individual members, is responsible for counseling the student on academic matters, and, in the case of academic deficiency, initiating recommendations to the Graduate and Professional School.**
- **The committee members' approval on the degree plan indicates their willingness to accept**

the responsibility for guiding and directing the entire academic program of the student and for initiating all academic actions concerning the student. Although individual committee member may be replaced by petition for valid reasons, a committee cannot resign en masse.

Degree Plan

- **The student's advisory committee, in consultation with the student, will develop the proposed degree plan. The degree plan must be completed and filed with the Graduate and Professional School prior to the deadline imposed by the student's School or interdisciplinary degree program, if applicable, and no later than 90 days prior to the date of the final oral examination or thesis defense.**
- **A student should submit the degree plan using the online Document Processing Submission System.**
- **A student submitting a proposed degree plan for a Master of Science degree should designate on the official degree plan the appropriate program option.**
- **Additional coursework may be added to the approved degree plan by petition if it is deemed necessary by the advisory committee to correct deficiencies in the student's academic preparation. No changes can be made to the degree plan once the student's Request for Final Examination or Request for Final Examination Exemption is approved by the Graduate and Professional School.**

Credit Requirement

- **A minimum of 32 semester credit hours of approved courses and research is required for the thesis option Master of Science degree.**
- **A minimum of 36 semester credit hours of approved coursework is required for the Non-Thesis option.**
- **Ordinarily the student will devote the major portion of his or her time to work in one or two closely related fields. Other work will be in supporting fields of interest.**

Transfer of Credit

- **A student who has earned 12 hours of graduate credit in residence at Texas A&M University may be authorized to transfer courses in excess of the limits prescribed below upon the advice of the advisory committee and with the approval of the Graduate and Professional School. Courses taken in residence at an accredited U.S. institution or approved international institution with a final grade of B or greater may be considered for transfer credit is, at the time the courses were completed, the courses would be accepted for credit toward a similar degree for a student in degree-seeking status at the host institution. Otherwise, the limitations stated in the following section apply. Coursework in which no formal grades are given or in which grades other than letter grades (A or B) are earned (for example, CR, P, S, U, H, etc.) is not accepted for transfer credit. Courses appearing on the degree plan with grades of D, F, or U may not be absolved by transfer work. Credit for**

thesis research or the equivalent is not transferable. Credit for coursework submitted for transfer from any School or university must be shown in semester credit hours or equated to semester credit hours. An official transcript from the university at which the transfer coursework was taken must be sent directly to the Office of Admissions.

- **Courses used toward a degree at another institution may not be applied for graduate credit. If the course to be transferred was taken prior to the conferral of a degree at that transfer institution, a letter from the registrar at that institution stating that the course was not applied for credit toward the degree must be submitted to the Graduate and Professional School.**
- **Grades for courses completed at other institutions are not included in computing the GPR.**

Limitations on the Use of Transfer, Extension, and Certain Other Courses

- **Some departments may have more restrictive requirements for transfer work. If otherwise acceptable, certain courses may be used toward meeting credit-hour requirements for the master's degree under the following limitations.**
 1. **The maximum number of credit hours which may be considered for transfer credit is the greater of 12 hours or one-third (1/3) of the total hours of a degree plan. The following restrictions apply:**
 - a. **Graduate and/or upper-level undergraduate courses taken in residence at an accredited U.S. institution, or approved international institution with a final grade of B or greater will be considered for transfer credit if, at the time the courses were completed, the student was in degree-seeking status at Texas A&M University, or the student was in degree-seeking status at the institution at which the courses were taken; and if the courses would be accepted for credit toward a similar degree for a student in degree-seeking status at the host institution.**
 - b. **Courses previously used for another degree are not acceptable for degree plan credit.**
 2. **The maximum number of credit hours taken in post-baccalaureate non-degree (G6) classification at Texas A&M University which may be considered for application to the degree plan is 12.**
 3. **A zero credit 684 and 685 course is only allowed for non-thesis master's students. Other courses, including 691 research hours are not eligible for zero credit.**
 4. **No more than 12 hours may be used in any combination of the following categories:**
 - a. **Not more than 8 hours in the combination of 691 (research), 684 (Professional Internship) may be used.**

- b. **Not more than 8 hours of 685 (Directed Studies) may be used.**
 - c. **Not more than 3 hours of 690 (Theory of Research) may be used.**
 - d. **Not more than 3 hours of 695 (Frontiers in Research) may be used.**
- 5. **A maximum of 2 hours of seminar (681).**
- 6. **A maximum of 9 hours of advanced undergraduate courses (300- or 400-level).**
- 7. **For graduate courses of three weeks' duration or less, taken at other institutions, up to 1 hour of credit may be obtained for each five-day week of coursework. Each week of coursework must include at least 15 contact hours.**
- 8. **Continuing education courses may not be used for graduate credit.**
- 9. **Extension courses are not acceptable for credit.**
- **Exceptions will be permitted only in unusual cases and when petitioned by the student's advisory committee and approved by the Graduate and Professional School.**

Thesis Option

- **An acceptable thesis is required for the Master of Science degree for a student who selects the thesis option program. The finished work must reflect a comprehensive understanding of the pertinent literature and express in clear English, the problem(s) for student, the method, significance and results of the student's original research. Guidelines for the preparation of the thesis are available in the Thesis Manual, which is available online at the Graduate and Professional School website.**
- **After successful defense (or exemption) and approval by the student's advisory committee and the head of the student's major department (or chair of the intercollegiate faculty, if appropriate), the student must submit his/her thesis in electronic formats as a single PDF file. The PDF file must be uploaded to the Graduate and Professional School website. Additionally, a signed paper approval form with original signatures must be received by the Graduate and Professional School. The PDF file and the signed approval form are required by the deadline.**
- **Deadline dates for submitting the thesis are announced each semester or summer term in the "Graduate and Professional School Calendar" (see Time Limit statement). These dates also can be accessed via the Graduate and Professional School website.**
- **Each student who submit a document for review is assessed a one-time thesis/dissertation fee through Student Business Services. This processing fee is for the thesis/dissertation services provided. After commencement, theses and dissertations are digitally stored and made available through the Texas A&M Libraries.**
- **A thesis that is deemed unacceptable by the Graduate and Professional School because of excessive corrections will be returned to the student's department head (or chair of the intercollegiate faculty, if applicable). The manuscript must be resubmitted as a new document, and the entire review process must begin again. All original submittal deadlines**

must be met during the resubmittal process to graduate that semester.

Thesis Proposal

- **For the thesis option Master of Science degree, the student must prepare a thesis proposal for approval by the advisory committee and the head of the major department (or chair of the intercollegiate faculty, if applicable.) This proposal must be submitted to the Graduate and Professional School at least 20 working days prior to the submission of the request for final examination.**
- **Compliance issues must be addressed if a graduate student is performing research involving human subjects, animals, infectious biohazards and recombinant DNA. A student involved in these types of research should check with the Office of Research Compliance and Biosafety at (979)458-1467 to address questions about all research compliance responsibilities. Additional information can also be obtained on the Office of Research Compliance and Biosafety website.**

Final Examination/ Thesis Defense

- **A student must pass a final examination by dates announced each semester or summer term in the Graduate and Professional School Calendar. To be eligible to take the final examination, a student's GPR must be at least 3.00 for courses on the degree plan and for all courses completed at Texas A&M which are eligible to be applied to a graduate degree, and there must be no unabsolved grades of D, F or U for any course listed on the degree plan. To absolve a deficient grade, the student must repeat the course at Texas A&M University and achieve a grade of C or better. All coursework on the degree plan must have been completed with the exception of those hours for which the student is registered. For thesis-option students, an approved thesis proposal must be on file in the Graduate and Professional School according to published deadlines prior to the final examination or submission of the request for exemption from the final examination.**
- **A request to hold and announce the final examination must be submitted to the Graduate and Professional School a minimum of 10 working days in advance of the scheduled date for the examination. The Graduate and Professional School must be notified in writing of any cancellations. A student may be given only one opportunity to repeat the final examination for the master's degree and that must be within a time period that does not extend beyond the end of the next regular semester (summer terms are excluded).**
- **For thesis option students, the final examination covers the thesis and all work taken on the degree plan and at the option of the committee may be written or oral or both. The final examination may not be administered before the thesis is available to all members of the student's advisory committee in substantially final form, and all members have had adequate time to review the document. The examination is conducted by the student's advisory committee as finally constituted. A thesis option student must be registered in the University in the semester or summer term in which the final examination is taken. Persons**

other than members of the graduate faculty may, with mutual consent of the candidate and the major professor, attend final examinations for advanced degrees. Upon completion of the questioning of the candidate, all visitors must excuse themselves from the proceedings. A positive vote by all members of the graduate committee with at most one dissension is required to pass a student on his or her exam. A department, or interdisciplinary degree program, may have a stricter requirement provided there is consistency within all degree programs within a department or interdisciplinary degree program.

- **The Report of the Final Examination Form must be submitted with original signatures of only the committee members approved by the Graduate and Professional School. If an approved committee member substitution (1 only) has been made, his/her signature must also be submitted to the Graduate and Professional School. If necessary, multiple copies of the form may be submitted with different committee member original signatures.**
- **A thesis option candidate may petition to be exempt from his/her final examination provided his/her degree plan GPR is 3.50 or greater and he/she has the approval of the advisory committee, the head of the students' major department (or intercollegiate chair, if applicable), and the Graduate and Professional School. It is required that the petition for exemption be submitted the same semester the student intends to submit the thesis.**

Non-Thesis Option

- **The final exam cannot be held prior to the mid-point of the semester if questions on the exam are based on courses in which the student is currently enrolled. If a student has completed all required degree plan coursework, the student is not required to be registered for classes in the semester the final examination is administered (unless he/she holds an assistantship). For specific final examination requirements, a student should check the program requirements for the degree which he/she is pursuing.**
- **Exam results must be submitted with original signatures of only the committee members approved by the Graduate and Professional School. If an approved committee member substitution (1 only) has been made, his/her signature must also be submitted to the Graduate and Professional School.**
- **A student pursuing the non-thesis option is not allowed to enroll in 691 (research) for any reason and 691 may not be used for credit toward a non-thesis option Master of Science degree. A maximum of 4 credit hours of 684 (Professional Internship), 8 credit hours of 685 (Directed Studies), and up to 3 credit hours of 690 (Theory of Research) or 695 (Frontiers in Research) may be used toward the non-thesis option Master of Science degree. In addition, any combination of 684, 685, 690 and 695 may not exceed 25 percent of the total credit hour requirement shown on the individual degree plan. All requirements for the non-thesis option Master of Science degree other than those specified above are the same as for the thesis option degree.**

Report of Final Examination

- **The Report of the Final Examination Form must be submitted with original signatures of only the committee members approved by the Graduate and Professional School. If an approved committee member substitution (1 only) has been made, his/her signature must also be submitted to the Graduate and Professional School. If necessary, multiple copies of the form may be submitted with different committee member original signatures. If an approved committee member substitution (1 only) has been made, his/her signature must be included on the form submitted to the Graduate and Professional School.**
- **A thesis option candidate may petition to be exempt from his/her final examination provided his/her degree plan GPR is 3.500 or greater and he/she has the approval of the advisory committee, the head of the student's major department, or intercollegiate chair, if appropriate, and the Graduate and Professional School. It is required that the petition for exemption be submitted the same semester the student intends to submit the thesis.**

Petitions

- **Graduate students may use petitions to:**
 1. **request a change of major, degree or department;**
 2. **request changes to the coursework or committee membership as established by the degree plan;**
 3. **request a leave of absence;**
 4. **request extensions to time limits; or**
 5. **request exceptions to published rules.**
- **Each petition will be considered on its own merit by the Associate Provost for Graduate and Professional Studies. The student should make such requests by submitting either a Major, Degree, or Department petition (MDD) or a Long Form petition. Petitions are submitted through the [Document Processing Submission System \(DPSS\)](#). The petition will be routed for the required approval by the members of the student's advisory committee, if appointed, and the department head, or his or her designee (or chair of the intercollegiate faculty, if appropriate). Students are able to log in to the site to check on the progress of the petition's approval.**

Residence Requirement

- **In partial fulfillment of the residence requirement for the degree of Master of Science, the student must complete 9 resident credit hours during one regular semester or one 10-week summer semester in the resident study at Texas A&M University. Upon recommendation of the student's advisory committee, department head (or Chair of intercollegiate program, if applicable), and with approval of the Graduate and Professional School, a student may be granted exemption from this requirement. Such a petition, however, must be approved prior to the student's registration for the final 9 credit hours of required coursework.**
- **Student who are employed full-time while completing their degree may fulfill total residence**

requirements by completion of less-than-full time course loads each semester. In order to be considered for this, the student is required to submit a Petition for Waivers and Exceptions along with verification of his/her employment to the Graduate and Professional School.

Continuous Registration

- A student in a graduate degree program requiring a thesis, dissertation, internship or record of study, who has completed all coursework on his/her degree plans other than 691 (Research), 684 (Internship) or 692 (Professional Study) is required to be in continuous registration until all requirements for the degree have been completed. If a student is registered only for zero credit 681, 684 or 685 course, this registration does not satisfy the continuous registration requirement for students in graduate degree program requiring thesis, dissertation, internship or record of study.**
- Other courses, including 691 research hours, are not eligible for zero credit.**
- The continuous registration requirement may be satisfied by registering either In Absentia or In Residence.**
- To qualify for In Absentia registration, a student must not have access to or use facilities or properties belonging to or under the jurisdiction of The Texas A&M University System at any time during the semester or summer term for which he or she is enrolled. A student who qualifies for In Absentia registration is required to register each subsequent fall and spring semester for a minimum of one and maximum of four credit hours of 691, 684, 685 or 692. Departments and Schools may have additional or higher requirements.**
- A student who is subject to In Residence registration (i.e., on campus) is required to register each subsequent fall and spring semester and each 10-week summer semester for at least one credit hour. University departments and Schools may have additional or higher requirements. Unless a student plans to take examinations, or use University resources including any interaction with their graduate committee, registration during the summer will not be required to fulfill the continuous registration requirement. However, Schools, departments or intercollegiate faculty may have additional or higher requirements.**
- An international student may have additional registration requirements depending on his/her visa status. He/she should consult with the International Student Services website or an International Student Services advisor to obtain current information on these requirements.**
- A student who does not comply with the continuous registration requirement will be blocked from registration. He/she will be allowed to register again after receiving a favorable recommendation from a departmental review committee (not the student's advisory committee), the endorsement of the department head (or chair of intercollegiate faculty, if applicable), and the approval of the Graduate and Professional School. If a break in**

enrollment occurs for one academic year or longer, the student must apply for readmission to the graduate degree program through Graduate Admissions.

Leave of Absence

- **Under unusual circumstances, a student may petition for a leave of absence. A petition for leave of absence is initiated by the student through the [Document Processing Submission System \(DPSS\)](#). The entire advisory committee, if informed, and head of the department (or chair of the intercollegiate faculty, if applicable), must approve the petition and route it to the Graduate and Professional School. If the Associate Provost for Graduate and Professional Studies approves the petition, the registration requirement will be set aside during the period of leave. Leave will be granted only under conditions that require the suspension of all activities associated with pursuing the degree.**
- **For certain types of approved leave, such as medical, the time period for the completion of the degree will stop with the leave and begin when the student returns to the program. Other types of leave may not stop the time limit for the degree. A student should refer to the sections on Time Limits for masters and doctoral programs. A leave of absence is granted for one year. In a case of extenuating circumstances, the leave of absence can be extended by the student's committee and the Associate Provost for Graduate and Professional Studies.**
- **A student who returns to the University after an approved leave of absence will not be required to submit an application for readmission to the Office of Graduate Admission. An international student should visit with an International Student Services advisor to find out how a Leave of Absence may impact his/her in or his/her re-entry into the U.S.**

Time Limits

On-campus and Distance Education Degree Programs

- **All degree requirements must be completed within a period of seven consecutive years for the degree to be granted. A course will be considered valid until seven years after the end of the semester in which it is taken. Graduate credit for coursework which is more than seven calendar years old at the time of the final examination (oral or written) may not be used to satisfy degree requirements.**
- **A student who has chosen the thesis option must have the final corrected version of the thesis cleared by the Graduate and Professional School no later than one year after the final examination, or approval of a petition for exemption from the final exam, or within the seven-year time limit, whichever occurs first. Failure to do so will result in the degree not being awarded.**

Limits on Distance Hours

- **For non-distance degree programs, no more than 50 percent of the credit hours required for the program may be completed through distance education courses.**

Maintaining Adequate Progress

- **Students must make adequate progress to remain in good standing in the master's program. The program offers the following guidelines for maintaining adequate progress. Students who fail to adhere to these guidelines will be asked to meet with program faculty to determine a remediation plan as described below.**
- **Students are responsible for maintaining regular contact with their advisor/chair and should seek advisement prior to registering for courses and planning research activities each semester. For grade purposes, the program follows policies already in place with department, School and university.**
- **Students must maintain a cumulative GPR of 3.00. In the event that a student's GPR drops below 3.00, students will be placed on academic probation. The student must raise his/her GPR to a minimum of 3.00 by the end of the next nine (9) hours of coursework. More information can be found in the [Graduate Catalog](#).**
- **Students must attend all program requirements. In addition to successful credit hour completion, student must work with their advisor/chair to ensure that their degree plan (a) adheres to the program requirements and (b) complies with committee recommendations. Per university regulation, master's students have seven years to complete their program. Student who are not enrolled for three (3) consecutive semesters are withdrawn from the program.**

Withdraw/Re-Admission

- **For students who have gone inactive (not actively taking courses for 3 consecutive semesters) will be considered readmit students. A returning graduate student (G6, G7, G8), who has not attended Texas A&M University for a period of over one year, must provide an application for readmission and will be sent to the respective department for approval to admit.**

Academic Probation

- **In the event that a students' cumulative GPR drop below 3.0, the student will be placed on academic probation. Students are required to inform their advisors if they receive a grade of C or below in any course. The student must raise his/her GPR to a minimum of 3.0 by the end of the next nine (9) hours of course work. More information can be found in the [Graduate Catalog](#).**

Dismissal from the Program

- **If a student fails to resume adequate progress within the remediation plan timeline, the student will be required to reconvene with program faculty. A potential outcome from this follow-up meeting may be student dismissal from the program. Program dismissal will follow procedures outline in the Graduate Advisor Handbook.**

Graduation

- **A graduate degree is conferred at the close of each regular semester and 10-week summer**

semester. A candidate for an advanced degree who expects to complete his/her work at the end of a given semester must apply for graduation by submitting the electronic application for degree to the Office of the Registrar and by paying the required graduation fee to Student Business Services no later than the Friday of the fifth week of the fall or spring semester or the Friday of the first week of the second summer term. The electronic application can be accessed via the [Howdy](#) portal. A cancellation made after the application deadline will not result in a refund of the diploma fee.

- Graduate degree candidates who have completed all degree requirements will not be allowed to cancel their graduation application without approval from the Graduate and Professional School. **A student should check the website of the [Office of the Registrar](#) to determine the date and time of his/her graduation ceremony.**

Steps to Fulfill Master's Degree Requirements

Step	What to Do	When	Approved by
1	Meet with graduate advisor to plan course of study for first semester	Before first semester registration	Graduate advisor or chair of the graduate faculty
2	Establish advisory committee. Submit a degree plan ¹	Prior to the deadline imposed by the student's School and no later than 90 days prior to final oral or thesis defense	Advisory committee, department head, and GPS
3	If thesis is required, submit thesis research proposal and research proposal approval form to GPS	At least 20 working days prior to the submission of the Request for the Final Examination	Advisory committee, department head, and GPS
4	Apply for degree ² ; pay graduation fee	During the first week of the final semester, see GPS calendar	
5	Check to be sure degree program and advisory committee are up-to-date, and coursework is complete	Well before submitting request to schedule final examination	
6	Complete residence requirement	If applicable, before or during final semester	GPS
7	Submit request to schedule final examination	Must be received by GPS at least 10 working days before exam date. See GPS calendar for deadlines	Advisory committee, department head, and GPS
8	Successfully complete final examination	The Report of the Final Examination Form should be submitted to GPS within 10 days following the exam	Advisory committee and GPS
9	If required, upload one approved final copy of thesis as a single PDF file to etd.tamu.edu and submit the fully signed thesis approval form to GPS	See GPS calendar for deadlines	Advisory committee, department head, and GPS
10	Graduation; arrange for cap and gown	See GPS calendar for deadlines.	Advisory committee, department head and GPS
11	Graduation; arrange for cap and gown (More Information)	For more information, contact the TAMU University Bookstore	
<p>1. The online Document Processing Submission System is located on the website https://ogsdps.tamu.edu/.</p> <p>2. Complete the application for degree form via the student's Howdy portal.</p>			



Policy and Practices for Student Concerns, Complaints, and Grievances

In the course of their professional training, graduate students may experience conflicts with other students, staff, faculty, or site-supervisors. Some may be misunderstandings that can be resolved through discussion. On occasion an unresolved conflict may constitute a grievance or complaint. The TAMU Student Rules Part III delineate student grievance procedures (<https://student-rules.tamu.edu/studentgrievanceprocedures/>) and specific instances in which a grievance can be filed. Consistent with university procedures, the School of Education and Human Development follows a process applicable to student-staff, student-faculty, and student-site supervisor conflicts.

Guiding Terms

Bullying Behaviors include (but are not limited to):

- Intimidating, degrading, humiliating others, and threatening university and school climate and diversity objectives.
- Outcomes of bullying: At the post-secondary level, bullying results in the loss of trained and talented employees, reduces morality and productivity, and can have negative physical impacts.
- Reinforcers of bullying:
 - Limiting opportunities for open and honest dialogue
 - Lack of reporting mechanisms for inappropriate behaviors

Civility is claiming and caring for one's identity, needs and beliefs without degrading someone else's in the process. (Spath, T., & Dahnke, C., The Institute for Civility in Government).

Conflict is a struggle or difference between opposing ideas, needs, beliefs, values or goals (The Center for Change and Conflict Resolution).

Grievances are defined as a problem, concern or complaint about work, a person with whom you have contact at work, or the work environment.

Departmental Ombuds Representatives for Graduate Students

Educational Administration and Human Resource Development – Krista Bailey

Educational Psychology – Krystal Simmons

Kinesiology and Sports Management –

Teaching, Learning, and Culture – Karen Rambo Hernandez

**Stages in the Grievance and Conflict Resolution Process**

Refer to the graphics on the proceeding pages for visual aides to supplement these stages.

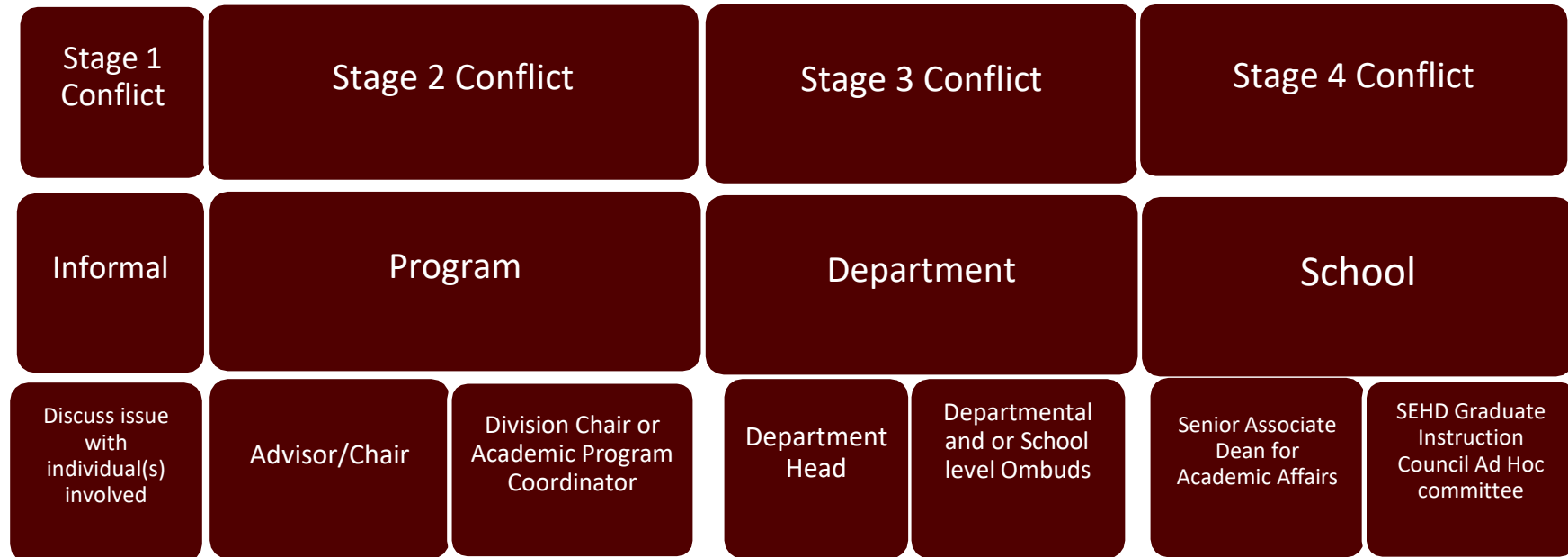
Stage	Procedure
Stage 1 First step in grievances and/or interpersonal conflict	<p>As an initial step in the resolution process, students should meet with the individual staff member, faculty member, or site supervisor of concern within their program/department. If efforts to communicate directly with the individual(s) do not resolve the issue, or the student is uncomfortable approaching the individual(s), students also have access to other intermediate options.</p> <p>The grievance or conflict should be resolved as soon as possible. Individuals are encouraged to use conflict management resources found on the MySEHD Page. You may also contact your departmental Ombuds to assist.</p>
Stage 2 Unresolved Stage 1 grievance or conflict which may require assistance in resolution	<p>When conflict/situations remain unresolved, students may seek guidance from their advisor/chair, or the faculty member who coordinates the academic program. Depending on the situation and context, students may opt to approach their advisor/chair or the coordinator of their academic program. Student(s) may share their concerns with any of these intermediate resources to seek guidance for resolving a conflict and clearing up any misunderstandings. If after accessing intermediate options the situation remains unresolved, the student's next option for resource is to meet with the department head.</p> <p>Parties may also consider voluntary mediation. Mediation is a voluntary process that begins when the parties involved in the conflict agree to meet together with a neutral person identified by SEHD as a mediator. The objective of mediation is to work out a mutual, written agreement between the parties regarding how to move forward in the future.</p> <p>A university resource for student-involved mediation is available.</p> <p>Conflicts involving a Supervisor: In the event the grievance or conflict involves an individual's direct supervisor or the individual does not feel comfortable raising the conflict directly to their supervisor, the student shall inform the person to whom their director supervisor reports.</p>
Stage 3 Department head-level involvement	<p>A student can request to meet with the respective department head to discuss previous attempts to resolve conflict and to seek guidance or resolution. The student may also contact their department Ombuds. Each department has an appointed Graduate Ombudsperson. At this point, the student will decide whether to present the conflict/issue as a formal complaint/grievance to the School's Senior Associate Dean for Academic Affairs. If a complaint or issue involves an individual outside of the department or university, the student will work with the department head to determine an appropriate course of action and consult with the School and outside entities as appropriate.</p>



<p>Stage 4 School-level involvement</p>	<p>Once the department head renders or advises the student on a course of action, if the student is unsatisfied, the student may elect to advance the grievance to the School level for further consideration. In most cases, the School's Senior Associate Dean for Academic Affairs will communicate with the student and recommend any further action.</p> <p>It is important to note that whenever there is a discussion regarding a particular faculty-student, supervisor-student, or staff-student concern, maintaining anonymity of the student may not be possible; however, confidentiality of information will always be maintained to the extent possible as allowed by law. Similarly, all activities will be consistent with the requirements and limits set under FERPA with regard to student records.</p> <p>At the School-level, there is a Professional Concerns Ad-hoc Committee made of Graduate Instruction Council (GIC) members which may be called by the School's Senior Associate Dean for Academic Affairs to review the grievance or graduate student concern and offer a recommendation.</p> <p>Students may also contact the Ombuds for the Graduate and Professional School (ombuds@tamu.edu) or 979-845-3631. https://grad.tamu.edu/academics/academic-success-resources/conflict-resolution/ombuds-services</p> <p>Formal Grievance Submission Processes</p> <ul style="list-style-type: none">• Title IX: Sexual Discrimination, Sexual Harassment, Sexual Assault and Violence• Graduate and Professional School Grievances and Appeals• Texas A&M Student Grievance Procedures
--	--



Graduate Student Grievance and Conflict Process



Stage 1: Grievance, issue, or conflict arises (student-faculty, student-staff, student-supervisor) and is handled informally.

Stage 2: Unresolved Stage 1 grievance or conflict will involve advisor/chair, division chair or academic program coordinator.

Stage 3: Unresolved Stage 2 grievance or conflict will involve the department head, departmental or school level Ombuds.

Stage 4: Unresolved Stage 3 grievance or conflict will involve Senior Associate Dean for Academic Affairs and CEHD Graduate Instruction Council (GIC). Student may always seek assistance from the Graduate and Professional School (GPS) Ombuds.

Texas A&M University
School of Education and Human Development
Graduate Student Concern Form

Name:

UIN:

Date:

Address:

Telephone:

TAMU Email Address:

Department:

☐

EAHR

☐

EPSY

☐

KNSM

☐

TLAC

Classification: ☐ G6 (Non-degree Seeking) ☐ G7 (Masters) ☐ G8 (Doctoral)

Please indicate who your concern is regarding: ☐ Faculty Member ☐ Staff Member ☐ Student

Have you met with this person regarding your concern, as this is the first step to a resolution?

☐

Yes

☐

No

Please explain in detail your concern:

What are possible solutions regarding your concern:

Student signature:

Please submit this form to your department's Associate Department Head.

EAHR: Dr. Elizabeth Roumell (earoumell@tamu.edu)

EPSY: Dr. Noelle Sweany (nsweany@tamu.edu)

KNSM: Dr. Jiling Liu (dalingliu@tamu.edu)

TLAC: Dr. Debra McKeown (debramckeown@tamu.edu)

Section 8: Athletic Training Education Program

MSAT

Student Handbook

Athletic Training Education Program



2019-2020

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Part 1 - Introduction

History

Athletic Training at Texas A&M University began around 1934 with coaches who cared for the injured athletes. Over the years, Texas A&M has produced many athletic trainers who have been inducted into the National Athletic Trainers' Association's Hall of Fame such as Lilbum J. Dimmitt, Charles E. Harper, Oliver William Dayton, and Wilford "Billy" Pickard, Jr.

Texas A&M University also has a long history of athletic training education with Athletics having offered an undergraduate athletic training internship leading to state licensure for many years. In 2008-2009, the Department of Kinesiology and Sport Management and Athletics formed a committee of faculty and athletic training staff members to study the existing internship program and to analyze the feasibility of creating a major in athletic training to pursue accreditation by the Commission on Accreditation of Athletic Training Education (CAATE). Dr. Lori Greenwood was hired in May 2011 as the program director for the Master of Science in Athletic Training program (MSAT) and Dr. Tony Boucher was hired in 2012 as the coordinator of clinical education. The first cohort group began in July 2011. The MSAT was approved by the Texas Higher Education Coordinating Board (THECB) in September 2011 graduating its first class of students in May 2013. The MSAT program received its initial CAATE accreditation in July 2013 and was renewed in 2018 for ten more years.

Accreditation of Athletic Training Education Programs

CAATE is the commission that accredits athletic training education programs of all levels; professional (bachelors and masters programs), post-professional (masters and doctoral) and post-professional residency programs. CAATE provides peer review of the program's educational content and process. A review is based on recognized national educational standards, which have been adopted by CAATE and are related to entry-level professionals. These Standards can be found at: <http://caate.net>. The MSAT will be reviewed for continuing accreditation in 2027-2028.

Professional Terminology, Qualifications, and Responsibilities

In order to maintain consistency in the program, it is important that everyone know basic program terminology and the key personnel involved in the athletic training education program. The following terminology and abbreviations will be used throughout this handbook. In addition, it would be helpful if everyone were to use these terms in their daily conversations with athletic trainers and other health care professionals as well as with the public.

General Terminology

1. Athletic Trainers (ATs) - healthcare professionals who render service or treatment, under the direction of or in collaboration with a physician, in accordance with their education and training and the states' statutes, rules and regulations. As a part of the healthcare team, services provided by ATs include injury and illness prevention, wellness promotion and education, emergent care, examination and clinical diagnosis, therapeutic intervention, and rehabilitation of injuries and medical conditions. *Athletic training is recognized by the [American Medical Association \(AMA\)](#) as a healthcare profession. (Athletic Trainer Strategic Alliance, 2017).
2. Certified Athletic Trainer (ATC) - Athletic Trainers credentialed by the Board of Certification (BOC). The National Athletic Trainers' Association ([NATA](#)) has requested that these professionals be referred to as 'Athletic Trainer' not as 'trainer'. It is important that students, athletic trainers, other medical personnel, faculty, administrators, coaches, patients, parents, and others know and use this correct professional term. ATC is a credential and should only be used after a credential holder's name.
3. Licensed Athletic Trainer (LAT) - Athletic trainers who are licensed to practice in a particular state. In Texas, athletic trainers are licensed by the [Texas Advisory Board of Athletic Trainers](#) within the Texas Department of Licensing and Regulation (TDLR). LAT is a credential and should only be used after a credential holder's name.
4. Displaying abbreviations after name – Academic degrees should be listed first (list highest only or if other degrees are in a relevant field, list those as well), licenses second (this is the legal credential) followed by credentials in the order of relevance to your career or in the order obtained. Awards and honors should be listed last (FNATA, FACSM, etc.). For example, Jordan Jones, MS, LAT, ATC, CSCS, PES or Jordan Jones, PhD, MBA, LAT, ATC, FNATA.
5. Patients - As of June 2005, NATA, BOC, and CAATE have requested that athletic trainers refer to the individuals who receive their services as "patients" rather than athletes.
6. Athletic Training Facility – the preferred term is athletic training facility or athletic training clinic instead of “athletic training room” or “trainingroom”.
7. Domains of Athletic Training – Areas of knowledge and skills practiced by Athletic Trainers and evaluated on the BOC examination:
 - Injury/Illness Prevention and Wellness Promotion
 - Examination, Assessment and Diagnosis
 - Immediate and Emergency Care
 - Therapeutic Intervention
 - Healthcare Administration and Professional Responsibility

(7th ed. Athletic Training Role Delineation Study/Practice Analysis Study, BOC 2015)

Program Terminology

1. Athletic Training Education Program (ATP) – A professional (entry-level) athletic training program with two essential components; (a) academic or didactic education, and (b) clinical education.
2. Clinical Education – An umbrella term that includes three types of learning opportunities to prepare students for independent clinical practice: athletic training clinical experiences, simulation, and supplemental clinical experiences.
2. Athletic training clinical experiences – direct client/patient care guided by a preceptor who is an athletic trainer or physician. Athletic training clinical experiences are used to verify students' abilities to meet the curricular content standards. When direct client/patient care opportunities are not available, simulation may be used for this verification.
3. Clinical Site – A facility where a student is engaged in clinical education.
4. Athletic training immersive clinical experience – A practice intensive experience that allows the student to experience the totality of care provided by athletic trainers.
5. Simulation – An educational technique, not a technology, to replace or amplify real experiences with guided experiences that evoke or replicate substantial aspects of the real world in a fully interactive manner.
6. Supplemental clinical experiences - Learning opportunities supervised by health care providers other than athletic trainers or physicians.
5. Clinical Integrated Proficiencies (CIPs) – CIPs represent the synthesis and integration of knowledge, skills, and clinical decision-making into actual client/patient care. If possible, assessment of CIPs should occur when the athletic training student is engaged in real client/patient care and may be necessarily assessed over multiple interactions with the same client/patient. If necessary, assessment may require simulated scenarios, as certain circumstances may occur rarely but are nevertheless important to the well-prepared practitioner (NATA, 2011).
6. Direct client/patient care - The application of athletic training knowledge, skills, and clinical abilities on an actual patient.
7. Supervision - occurs along a developmental continuum that allows a student to move from interdependence to independence based on the student's knowledge

and skills as well as the context of care. Preceptors must be on-site and have the ability to intervene on behalf of the athletic training student and the patient. Supervision also must occur in compliance with the state practice act of the state in which the student is engaging in client/patient care.

Program Personnel

1. Program Director (PD) - Full time faculty member of the host institution who is responsible for the management and administration of the program.
2. Coordinator of Clinical Education (CCE) – Core faculty member whose primary appointment is to the athletic training program and who has responsibility to direct clinical education.
3. Medical director – Currently licensed allopathic or osteopathic physician who is certified by an ABMS-or AOA-approved specialty board and who serves as a resource regarding the program’s medical content.
4. Preceptors - supervise and engage students in clinical education. All preceptors must be licensed health care professionals and be credentialed by the state in which they practice. Preceptors who are athletic trainers are state credentialed (in states with regulation), certified, and in good standing with the Board of Certification. A preceptor’s licensure must be appropriate to his or her profession. Preceptors must... be athletic trainers or physicians.
5. Athletic Training Student (ATS) - These individuals are School/university students who are enrolled in a CAATE professional level ATP and are pursuing a career in athletic training. These students must complete both the academic and clinical education requirements established for the MSAT Program.
6. Undergraduate Athletic Training Interns (enrolled in KINE 285/485) – These individuals are undergraduate student volunteers in the Texas A&M Athletics Department enrolled in an internship course in order to gain greater experience in athletic training than an observation role allows. They are gaining clinical experience under the direct supervision of a licensed/certified athletic trainer. MSAT students mentor these students.
7. Observer – These are undergraduate students who are gaining observation hours as part of field experience courses in order to meet application requirements for a graduate athletic training program. MSAT students schedule, mentor and supervise these students in the clinical setting.
7. High School Athletic Training Aide – These individuals are high school students who may be enrolled in a Sports Medicine class and are gaining educational experience under the direct supervision of an athletic trainer at the high school.

MSAT students with a high school clinical rotation will act as mentors and supervisors of these students.

Mission Statements

Texas A&M University

Texas A&M University is dedicated to the discovery, development, communication, and application of knowledge in a wide range of academic and professional fields. Its mission of providing the highest quality undergraduate and graduate programs is inseparable from its mission of developing new understandings through research and creativity. It prepares students to assume roles in leadership, responsibility, and service to society. Texas A&M assumes as its historic trust the maintenance of freedom of inquiry and an intellectual environment nurturing the human mind and spirit. It welcomes and seeks to serve persons of all racial, ethnic, and geographic groups, women and men alike, as it addresses the needs of an increasingly diverse population and a global economy. In the twenty-first century, Texas A&M University seeks to assume a place of preeminence among public universities while respecting its history and traditions.

School of Education and Human Development (SEHD)

The School of Education and Human Development's mission is to enhance equity in educational achievement and health outcomes, to foster innovation and development, and to influence policy and practice.

Department of Kinesiology and Sport Management (KNSM)

The mission of the Department of Kinesiology and Sport Management at Texas A&M University is to contribute to the quality of life of the citizens of the state, nation and world, through the creation and dissemination of knowledge, training of educators and professionals, and service to the community and profession, with attention to equity and inclusion. Vital aspects of these efforts are to educate our students and the public in the science and benefits of health, human movement, sport, lifetime fitness activities, and wellness.

More specifically, the department will: a.) prepare entry and advanced level professionals in the disciplines of kinesiology and sport management with specializations in applied and basic exercise physiology, sport organization dynamics, motor behavior/neuroscience, sport pedagogy, and physical activity/wellness; b.) prepare students for entry into health-related professional programs and/or advanced study in our fields; c.) develop applied and theoretical knowledge in our areas of specialization and disseminate our findings to the scientific community and public; and, d.) provide service and leadership to public and private organizations in clinical, community, corporate, and educational settings.

MSAT Mission

The mission of the Master of Science in Athletic Training (MSAT) program of Texas A&M University is to produce professional level BOC Certified Athletic Trainers (ATC) who are knowledgeable, skilled, and reflective and who, by virtue of effective communication, critical thinking and ethical practice, are able to render sound clinical judgments concerning patient/client needs. Through quality instruction and based on a strong foundation of scientific principles and evidence-based medicine, the program will successfully prepare graduates for careers in athletic training.

MSAT Program Goals

1. Prepare athletic training students to meet the educational competencies and clinical proficiencies necessary to successfully challenge the Board of Certification (BOC) examination.
2. Provide athletic training students with quality instruction in both the classroom and clinical setting.
3. Prepare athletic training students to use written and oral platforms to effectively communicate to targeted audiences.
4. Develop athletic training students' ability to self-assess their knowledge and clinical performance to become reflective clinicians.
5. Assist athletic training students in the use of effective problem solving skills to develop and articulate plans and or solutions to complex problems.
6. Engage athletic training students in evidence based medicine through the practice of seeking, acquiring, analyzing and applying the best available evidence to clinical practice.
7. Train athletic training students to choose ethical actions in research and practice.
8. Prepare athletic training students to successfully seek employment in athletic training or further their formal education in advanced practice or doctoral programs.

MSAT Program Philosophy

The program believes that students and faculty function best in an environment that fosters personal and professional growth. The learning environment is designed to challenge students to become confident, competent, and compassionate health care professionals who are able to practice autonomously and ethically within a changing health care environment.

Students and faculty are encouraged to support the intellectual development of each other. This requires the use of creative and interactive approaches to teaching and learning with active involvement by all. Students and faculty in this program have various backgrounds in athletic training and in other allied fields, which can be shared and used to enhance the overall program. A spirit of inquiry is essential to maintaining a dynamic program that responds to the health care needs of society.

Students and faculty are expected to be involved in professional, volunteer and learned organizations in order to be contributing members of society through service activities.

Respect for individual differences serves as a basic tenet of the program.

Program Educators (Faculty, Preceptors, Physicians)

Lori Greenwood, PhD, LAT, ATC
MSAT Program Director
Clinical Professor

979-845-3409
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Tony Boucher, PhD, PT, LAT, ATC
Coordinator of Clinical Education
Associate Clinical Professor

979-845-4002
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Danny Kniffin, MEd, LAT, ATC
Instructional Associate Professor

979-845-3499
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Texas A&M University – Preceptors/Clinical Educators/Adjunct Faculty

Jordan Adams, MS, LAT, ATC
Part-Time Athletic Trainer (Football)

TBD
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Eddie Benion, MS, LAT, ATC, CES, PES
Associate Athletic Trainer (Men's Basketball)

979-458-1060
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Kaity Carter, MS, LAT, ATC
Assistant Athletic Trainer (Cross Country, Track and Field)

602-694-0280
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Louis Duran, MS, LAT, ATC
Associate Athletic Trainer (Football)

979-862-6005
lduran@athletics.tamu.edu

Rebecca Himes, MS, LAT, ATC
Athletic Trainer (Volleyball)

979-458-3669
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Dan Jacobi, MA, LAT, ATC
Director of Athletic Training
Head Athletic Trainer (Football)

979-862-2930
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Andrew Jarosz, MS, LAT, ATC
Athletic Trainer (Swimming/Diving)

979-458-3665
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Julie Kruessel, MS, LAT, ATC
Senior Associate Athletic Trainer, Director of Football Wellness

979-458-9353
jkruessel@athletics.tamu.edu

Saul Luna, MEd, LAT, ATC, LMT, CSCS
Associate Athletic Trainer (Track & Field, Cross-Country)

979-458-2871
sluna@athletics.tamu.edu

John “Johnny” Marcinkowski

Athletic Trainer (Football)

979-845-3121

jmarcinkowski@athletics.tamu.edu**Casey Meyer, MS, LAT, ATC, CSCS, CES**

Athletic Trainer (Baseball)

979-862-1162

cmeyer@athletics.tamu.edu**Meyer, Nicole, LAT, ATC**

Part-Time Athletic Trainer (Swimming/Diving)

TBD

nmeyer@athletics.tamu.edu**Allison Musselman, MS, LAT, ATC**

Assistant Athletic Trainer, Softball

979-458-3670

amusselman@athletics.tamu.edu**Mike “Radar” Ricke, BS, LAT**

Senior Associate Athletic Trainer (Women’s Basketball)

979-845-9513

mricke@athletics.tamu.edu**Bailey Stark, BS, LAT, ATC**

Part-Time Athletic Trainer (Women’s Tennis)

269-365-2432

bstark@athletics.tamu.edu**Andi Tate, MS, LAT, ATC**

Associate Athletic Trainer (Women’s soccer)

979-458-3665

atate@athletics.tamu.edu**Iliana Velazquez, MS, LAT, ATC**

Part-Time Athletic Trainer ((Cross Country, Track and Field)

562-447-4226

ivelazquez@athletics.tamu.edu**David Weir, BS, LAT, ATC**

Senior Associate Athletic Trainer (Equestrian, Golf)

979-862-6005

dweir@athletics.tamu.edu**Hannah White, BS, LAT, ATC**

Part-Time Athletic Trainer (Men’s Tennis)

229-869-6533

white@athletics.tamu.edu**Affiliated Clinical Sites - Preceptors**

1. A&M Consolidated High School

Karl Kapchinski, BS, LAT, ATC

Head Athletic Trainer

979-764-5536

Kkapchinski@csisd.org**Elli Dinkmeyer, MS, LAT, ATC**

Assistant Athletic Trainer

TBD

edinkmeyer@csisd.org

2. Bryan High School

Josh Woodall, MEd, LAT, ATC

Head Athletic Trainer

979-209-7992

josh.woodall@bryanisd.org**Trent Cox, MS, LAT, ATC**

Assistant Athletic Trainer

979-209-7980

trent.cox@bryanisd.org

3. College Station High School

Chelsea Frashure, MEd, LAT, ATC
Head Athletic Trainer

979-731-6786
chelseafrashure@csisd.org

Ross King, MS, LAT, ATC
Assistant Athletic Trainer

979-731-6786
rking@csisd.org

4. James Earl Rudder High School

Justin Mullinnix, MS, LAT, ATC
Head Athletic Trainer

979-209-7942
justin.mullinnix@bryanisd.org

Brian Smith, MS, LAT, ATC, CSCS
Assistant Athletic Trainer

979-209-7942
brian.smith@bryanisd.org

5. Navasota High School

Ryan Attridge, MS, LAT, ATC
Head Athletic Trainer

936-870-8683
attridger@navosotaisd.org

Alysia Pennartz, MS, LAT, ATC
Assistant Athletic Trainer

TBD
apennartz@navosotaisd.org

5. CHI-St. Joseph Health

Matt Doles, MS, LAT, ATC
Athletic Trainer; BVSM (Corp of Cadets)

979-575-1506
mdoles@st-joseph.org

Sam Goodey, MS, ATC, LAT
Athletic Trainer; BVSM (Corp of Cadets)

979-219-7421
sgoodey@st-joseph.org

Physician Educators**J.P. Bramhall, MD**

Team Physician , Orthopedic Surgeon
Medical Director, MSAT Program

979-776-0169
jpbamhall@athletics.tamu.edu

Kory Gill, MD

Team Physician , Primary Care Sports Medicine

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Laura Marsh, MD

Team Physician , Primary Care Sports Medicine

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Jesse Parr, MD

Team Physician; Pediatrics, Primary Care Sports Medicine
Instructor, Gen Med Cond & Ther Med

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Anthony Zissimos, MD

Orthopedic Surgeon, Chi-St. Joseph Health
Texas A&M Corp of Cadets

979-314-0073

Part 2 – MSAT Program

Curriculum Plan

The MSAT program is a 60 credit hour graduate program leading to a Master of Science degree in Athletic Training.

Courses	Credit Hours
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Required Research Core (7 hours):

KINE 601	Reading Research (Research Methods)	3
KINE 690	Theory of Kinesiology (Statistics)	3
KINE 681	Seminar	1

Required Athletic Training Core (53 hours):

ATTR 651	Clinical Education I	2
ATTR 652	Clinical Education II	3
ATTR 653	Clinical Education III	3
ATTR 655	Clinical Education V	3
ATTR 656	Clinical Education VI	3
ATTR 660	Prevention and Care of Athletic Injuries	3
ATTR 661	Prevention and Care of Athletic Injuries Lab	1
ATTR 662	Clinical Examination and Diagnosis-Lower Extremity	3
ATTR 663	Clinical Examination and Diagnosis-Lower Extremity Lab	1
ATTR 664	Clinical Examination and Diagnosis-Upper Extremity	3
ATTR 665	Clinical Examination and Diagnosis-Upper Extremity Lab	1
ATTR 666	Physical Rehabilitation	3
ATTR 667	Physical Rehabilitation Lab	1
ATTR 668	Therapeutic Modalities	3
ATTR 669	Therapeutic Modalities Lab	1
ATTR 670	General Medical Conditions and Therapeutic Medication	3
ATTR 671	Organization and Administration in Athletic Training	3
ATTR 672	Professional Preparation and Issues in Athletic Training	3
ATTR 673	Manual Therapy in Athletic Training	2
KINE 628	Nutrition in Sports and Exercise	3
KINE 629	Physiology of Strength and Conditioning	3
KINE 685	Directed Studies	1
KINE 685	Directed Studies	1

Total: 60 hours

Course Descriptions

ATTR 651 Clinical Education I. 2 credits

Integration of clinical competencies with classroom instruction and a supervised field based experience in athletic training to link theory into practice.
Prerequisite: Enrollment in MS athletic training program.

ATTR 652 Clinical Education II. 3 credits

Integration of clinical competencies with classroom instruction and a supervised field based experience in athletic training to link theory into practice.
Prerequisite: ATTR 651, ATTR 660, ATTR 661 with a C or better.

ATTR 653 Clinical Education III. 3 credits

Integration of clinical competencies with classroom instruction and a supervised field based experience in athletic training to link theory into practice.
Prerequisite: ATTR 652, ATTR 662, ATTR 663, ATTR 668, ATTR 669 with a C or better.

ATTR 655 Clinical Education V. 3 credits

Integration of clinical competencies with classroom instruction and a supervised field based experience in athletic training to link theory into practice.
Prerequisite: ATTR 664, ATTR 665, ATTR 671 with a C or better.

ATTR 656 Clinical Education VI. 3 credits

Integration of clinical competencies with classroom instruction and a supervised field based experience in athletic training to link theory into practice.
Prerequisite: ATTR 655, ATTR 666, ATTR 667, ATTR 670 with a C or better.

ATTR 660 Prevention and Care of Athletic Injuries. 3 credits

Prevention strategies and procedures, recognition and care of common injuries and conditions. Foundational concepts and principles of the athletic training profession are included. Prerequisite: Enrollment in MS athletic training program.

ATTR 661 Prevention and Care of Athletic Injuries Lab. 1 credit

Laboratory to accompany ATTR 660; application of theories and skill practice.

ATTR 662 Clinical Examination and Diagnosis-Lower Extremity. 3 credits

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Pathomechanics, clinical examination, diagnosis and appropriate medical referral of orthopedic injuries and other conditions to the lower extremity and spine. Prerequisite: Enrollment in MS athletic training program.

ATTR 663 Clinical Examination and Diagnosis -Lower Extremity Lab. 1 credit
Laboratory to accompany ATTR 662; application of theories and skill practice. Prerequisite: Enrollment in MS athletic training program; *Course includes cadaver lab.

ATTR 664 Clinical Examination and Diagnosis-Upper Extremity. 3 credits
Pathomechanics, clinical examination, diagnosis and appropriate medical referral of orthopedic injuries and other conditions to the upper extremity, head and cervical spine. Prerequisite: ATTR 662 with a C or better.

ATTR 665 Clinical Examination and Diagnosis -Upper Extremity Lab. 1 credit
Laboratory to accompany ATTR 664; application of theories and skill practice. Prerequisite: Enrollment in MS athletic training program; *Course includes cadaver lab.

ATTR 666 Physical Rehabilitation. 3 credits
The study of physical rehabilitation theory and techniques used as a therapeutic intervention for orthopedic injuries and conditions. Prerequisite: Enrollment in MS athletic training program.

ATTR 667 Physical Rehabilitation Lab. 1 credit
Laboratory to accompany ATTR 666; application of theories and skill practice. Prerequisite: Enrollment in MS athletic training program.

ATTR 668 Therapeutic Modalities. 3 credits
A detailed study of modern therapeutic devices used in the treatment and rehabilitation of orthopedic injuries and conditions. Prerequisite: Enrollment in MS athletic training program.

ATTR 669 Therapeutic Modalities Lab. 1 credit
Laboratory to accompany ATTR 668; application of theories and skill practice. Prerequisite: Enrollment in MS athletic training program.

ATTR 670 General Medical Conditions and Therapeutic Medication. 3 credits
Pathophysiology, assessment, and appropriate intervention and referral for general medical conditions and disabilities; common diagnostic tests and imaging assessment tools including commonly used therapeutic medications. Prerequisite: Enrollment in MS athletic training program.

ATTR 671 Organization and Administration in Athletic Training. 3 credits

Organization and administration of athletic training services including financial, human resources, facility, information technology and risk management.

Prerequisite: Enrollment in MS athletic training program.

ATTR 672 Professional Preparation and Issues in Athletic Training. 3 credits

Knowledge and skills for successful pursuit of athletic training credentials, employment and continuing professional competencies; emphasis on current topics and issues contributing to the professional preparation of athletic training.

Prerequisite: Enrollment in MS in athletic training program.

ATTR 673 Manual Therapy in Athletic Training. 2 credits

Manual therapy theory and techniques used as a therapeutic intervention for orthopedic injuries and conditions; indications and contradictions for the use of manual therapy; skill development in soft tissue assessment; application of manual and tool assisted techniques.

KINE 601 Reading Research (Research Methods). 3 credits

Instruction in, and development of, research skills through the study of published reports and readings in kinesiology.

KINE 628 Nutrition in Sports and Exercise. 3 credits

Interaction between nutrition, exercise, and athletic performance: including: biomechanical and physiological aspects of nutrition and exercise; nutrition for training and competition; exercise and oxidant stress; nutritional supplements and ergogenic acids; and, nutritional aspects of body composition and weight control.

Prerequisite: Graduate classification; BIOL 320; KINE 433 or approval of instructor.

KINE 629 Physiology of Strength and Conditioning. 3 credits

Physiological, bio-mechanical, and metabolic aspects of muscular strength and conditioning programs for various athletic and non-athletic populations; review of resistance training based on scientific literature; promote the use of a structured scientific approach in the prescription of progressive resistance training.

Prerequisite: Graduate classification, BIOL 320; KINE 433 or approval of instructor.

KINE 681 Seminar. 1 credit (S/U)

Reports and discussions of topics of current interest in kinesiology.

KINE 685 Directed Studies. 2 credits

Directed study of selected problems in athletic training.

KINE 690S Theory of Kinesiology (Statistics). 3 credits (S/U)

Theory and design of research problems and experiments in various subfields of

the discipline; communication of research proposals and results; evaluation of current research of faculty and students and review of current literature.

Planned Course Sequence 2019-2020

		Summer 1st year (2 nd session)	
		ATTR 660 Prev and Care of Athl Injuries	3
		ATTR 661 Prev and Care of Athl Injuries Lab	1
		ATTR 651 Clinical Education I	2
		6 hours	
Fall 1 st year		Spring 1 st Year	
ATTR 652 Clinical Education II	3	ATTR 653 Clinical Education III	3
ATTR 662 Clin Exam and Diagnosis-LE	3	ATTR 671 Organization and Admin in Athl Tr	3
ATTR 663 Clin Exam and Diagnosis Lab-LE	1	ATTR 664 Clin Exam and Diagnosis-UE	3
ATTR 668 Therapeutic Modalities	3	ATTR 665 Clin Exam and Diagnosis Lab-UE	1
ATTR 669 Therapeutic Modalities Lab	1	KINE 681 Seminar 1	1
KINE 601 Reading Research	3		
14 hours		11 hours	
Summer 2nd year (1 st session)			
KINE 628 Nutrition in Sports and Exercise	3		
KINE 690S Theory of Kinesiology (Stats)	3		
6 hours			
Fall 2 nd year		Spring 2 nd year	
ATTR 655 Clinical Education V	3	ATTR 656 Clinical Education VI	3
ATTR 670 General Med Cond and Ther Med	3	KINE 629 Phys of Strength & Cond	3
ATTR 666 Physical Rehabilitation	3	ATTR 672 Professional Prep and Issues Athl Tr	3
ATTR 667 Physical Rehabilitation Lab	1	KINE 685 Directed Studies	1
ATTR 673 Manual Therapy in Athletic Tr	2		
KINE 685 Directed Studies 1	1		
13 hours		10 hours	

Comprehensive Master Assessment Plan

The Comprehensive Master Assessment Plan is divided into Student Learning, Quality of Instruction and Program Effectiveness (see Appendix). Some assessment tools are utilized to assess multiple areas in order to evaluate the quality of individual courses and instructors, the quality of the clinical experiences and clinical affiliations, the performance of each student following each clinical rotation, and the satisfaction with the education provided by our recent graduates and alumni. We also track our students' pass rate on the Board of Certification (BOC) examination, their job/graduate school placement rate, and the graduation rate. The full plan can be viewed in Appendix I.

Part 3 – Academic Policies and Procedures

Equal Opportunity Statement

Texas A&M University and the MSAT program complies with all applicable federal and state nondiscrimination laws, and does not engage in prohibited discrimination on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status in accordance with applicable federal and state laws. (Student Rules <http://student-rules.tamu.edu/rights>).

Academic Advising

Once a graduate student is admitted, they are assigned by the Chair of the Department of KNSM's Graduate Programs to a "Graduate Faculty Advisor/Chair". In the MSAT program, the CCE acts as the academic advisor for first year students and the PD for second year students. Students meet with their advisor a minimum of once per semester to schedule classes based on the MSAT program's degree plan and review the students' academic and clinical progress and career goals. Subsequent meetings are scheduled as needed.

Student Records

Students' program records, exams and documents are maintained in the office of the PD and CCE, either hard copy or electronic. Primary application documents for all KNSM graduate students are submitted to ATCAS and ApplyTX Online and maintained electronically on these servers. In some cases, secondary application documents are uploaded to the SEHD Student Portal and maintained on a secure School server. All electronic admissions documents are only accessible with a password to the MSAT Admissions Committee, PD, CCE, Chair and Advisor of the Graduate Programs in KNSM.

Program Retention and Progression

The admission criteria for the MSAT program are designed to provide for the selection of students who are most likely to succeed in the academic environment provided by Texas A&M University. The MSAT program is dedicated to retaining those students who have been accepted into the program. However, certain circumstances may result in dismissal from the program. These circumstances are listed below. The policies that follow are meant to serve as general guidelines. However, faculty reserves the right to consider the student's entire record, including clinical performance, when making decisions relative to retention or dismissal.

- a. A MSAT student must maintain a grade point average (GPA) of 3.0 (B average based on a 4.000 scale) for all courses which are listed on the degree plan.
Note: 5 year dual degree BS/MS option students must maintain 3.25 through 24 hours of graduate work at which time a 3.0 must be maintained.
- b. Only grades of A, B, C, and Satisfactory (S) are acceptable for graduate credit. Grades of D, F or Unsatisfactory (U) for courses on the degree plan must be absolved by repeating the courses at Texas A&M University and achieving grades of C or above or Satisfactory (S). Courses may only be repeated once for a higher grade. The original gradewill

remain on the student's permanent record, and the most recent grade will be used in computing the cumulative and degree plan GPA's.

- c. All courses that are prerequisites must be passed with a C or better to be allowed to take the next course in the series. In order to progress in the clinical education course series (ATTR 651, 652, 653, 655, 656), MSAT students must receive a grade of C or better in the previous clinical course in the series in order to progress to the next clinical course. Students must also receive a grade of C or better in the associated athletic training content course (e.g., courses that contain knowledge and skills that will be applied during a clinical course to a patient population) in order to progress in the clinical education course series (ATTR 660/661 to progress to ATTR 652; ATTR 662/663 and ATTR 668/669 to progress to ATTR 653; ATTR 664/665 and ATTR 671 to progress to ATTR 655; ATTR 666/667 and ATTR 670 to progress to ATTR 656).
- d. If either of a student's cumulative GPA or the GPA for courses listed on the degree plan falls below the minimum of 3.00, he or she will be considered to be scholastically deficient.
- e. If at the end of a semester the student falls below a 3.0, the student will be allowed to continue in the program for the subsequent semester in a program probation status with the approval of a graduate committee, the recommendation of the Department of KNSM Graduate Programs Chair, and the Office of Graduate Studies.
During this probationary semester, the student will be restricted to the minimum 15 hours of required clinical experience as part of their clinical education course requirement, and will not be allowed to travel as part of their clinical experience. They will also work with the PD to generate a written plan for improving their academic performance for the next semester in order to raise their GPA to 3.0 or better.
At the end of the probationary semester, if the minimum GPA has not been obtained, the graduate committee may recommend to the KNSM Graduate Programs Chair, that the student be dismissed from the MSAT program and not allowed to enroll in any ATTR courses or gain clinical experience at any affiliated sites. The procedure for dismissal are explained in the Texas A&M University Student Rules (refer to the website student-rules.tamu.edu).
- f. If a student is placed on academic probation, they will no longer be eligible for financial aid and will need to submit an appeal to the financial aid office for further consideration. The student should contact the Graduate Advisor or PD for further information regarding a financial aid appeal.

Remediation

Policy:

It is intended that students are successful in their academic courses. It is the students' responsibility to communicate with their course instructor and preceptors in the event that the academic requirements become overly challenging or if the student is falling behind.

Procedure:

1. Faculty will monitor student performance throughout each term.

2. Any student who finds him/herself in academic difficulty will contact and schedule a meeting with the course instructor for additional assistance. This must be done immediately before the student's academic performance decreases. Students are excused from their clinical responsibilities for these types of meetings as long as they notify their preceptors in advance.
3. Remediation programs will be designed collaboratively by the instructor and the student.
4. In the event that the student still does not improve his/her academic performance, the Program Director will meet with the student to discuss remediation. This may include reducing clinical experience hours, team travel and events, etc.
5. Students are strongly encouraged to use the learning resources that are available in university libraries, AT teaching lab, and MSAT faculty/staff libraries. Writing help can be found through The University Writing Center at 979-458-1455 or at <http://writingcenter.tamu.edu/>.

Steps to Graduation

Students must fulfill master's degree requirements of the Graduate and Professional School (GPS) in order to be awarded a Master of Science in Athletic Training degree. Steps to fulfill master's degree requirements can be found at <http://ogaps.tamu.edu/New-Current-Students/Getting-a-Degree/Master-s-Degree-Requirements>.

Research Projects and Final Examination

Students in the MSAT program are required to complete an original research project and present their work during the MSAT Graduate Research Colloquium for their final examination for their master's degree. Students will work with a research advisor to develop and implement their research projects during four courses (KINE 601, KINE 681 and KINE 685 Fall, KINE 685 Spring).

Special Accommodation Needs

Any student with an identified learning problem or needing special accommodations should discuss this need with the instructor(s) during the first week of class or when the problem occurs. Problems and exceptions should be dealt with in advance and in private. Individualized attention and assistance is available from the Department of Disability Services at Texas A&M University (<http://disability.tamu.edu/>); 979-845-1637, however the student has the responsibility to communicate to the academic advisor and course instructor(s) any academic problems, whether due to learning difficulties and/or personal issues. All such conversations will be confidential.

The goal of the Department of Kinesiology and Sport Management and the MSAT Program faculty is to enable all students to progress successfully through the program, but it is the student's

responsibility to request special assistance as appropriate. The advisor and faculty members are able to provide various recommendations and strategies to manage academic problems, even when the student feels as if there is no solution. To be of the most help to the student, the advisor and faculty members request that the student identify difficulties and meet with them early.

Attendance Policy and Procedures – Academic and Clinical

Policy:

In order to maintain the integrity of each student's academic experience, all students are expected to be in attendance at every class session throughout the program. A portion of a letter of recommendation written by an instructor for a student will always include attendance and participation. However, we do realize that students may travel with athletic teams or have unexpected circumstances. Texas A&M's attendance policy can be found at the following website: <http://student-rules.tamu.edu/rule07>.

Students must notify all of their course instructors and preceptors immediately if they know they will miss or be late to class or a clinical assignment. This communication should be made before the student is scheduled to arrive for class time or clinical experience; or as soon as possible. Preferably this is done in person, but phone, email and text are also acceptable.

Procedure:

1. Emergency Absences
 - a. Emergency circumstances for which a student may be excused from class include the following: death or major illness in immediate family, illness of a dependent family member, participation in legal proceedings or administrative procedures that require a student's presence, religious holy day, (refer to Texas A&M's Student Rules above), injury or illness that is too severe or contagious for the student to attend class (should be documented by a physician), required participation in military duties.
 - b. In cases such as those above, the student must make a reasonable effort to contact ALL instructors prior to the absence.
 - c. If contact prior to the absence is not possible, the student is responsible for notifying instructors by the end of the second working day following the absence.
 - d. The student must make arrangements for making up any missed coursework.
2. Other Absences (including travel with athletic teams)
 - a. In general, students are not excused from class to cover home events and practices. However, an exception may be made upon request by a preceptor to the CCE or PD and it is deemed educationally beneficial.
 - b. **It is the student's responsibility to inform instructors prior to a planned absence due to team travel.** Do not rely on athletics department or preceptors to do this.

- c. Students may need to complete and turn work in to instructors or take examinations prior to leaving, or they may be allowed to complete these upon their return. It is up to the discretion of the instructor.

Examination Security and Review

For examination security, all written examinations will not be permanently returned to the students. They will be placed in each student's program portfolio in the PD's office. All MSAT faculty are requested to give these exams to the PD at the end of each semester. If at any time a student wishes to review these documents, they are welcome and encouraged to do so. They should schedule an appointment with the PD. **For exam security, students cannot copy, write down questions or answers, or take photos of, or duplicate in any way, any part of these exams.**

Student Professional and Ethical Conduct

The MSAT program places significant emphasis on students' ability to apply their skills and knowledge during clinical education. Attendance, participation, and behavior are expected to meet the standards of professional performance (see Foundational Behaviors of Professional Practice in Appendix), and will be evaluated as such. Professional standards include promptness, cooperation, and dedication to learning, presenting oneself appropriately, effective oral and written communication, exemplary ethical behavior, and assuming responsibility and accountability for one's behavior.

Every student is expected to abide by the ethical code established by the National Athletic Trainers' Association (NATA). The NATA Code of Ethics is included in the **Appendix**. It is the student's responsibility to read this document. In addition, students are expected to demonstrate exemplary professional and ethical academic conduct while enrolled in their education program at Texas A&M University and abide by all regulations found in this student handbook as well as in the Aggie Code of Honor (<http://student-rules.tamu.edu/aggiecode>). Because lack of professional and ethical conduct on the part of any member of the MSAT program reflects poorly on the entire program, it is the responsibility of everyone in the program to report violations to the appropriate person based on the chain of command.

Unethical academic conduct includes, but is not limited to:

1. Offering information to another student during an exam that is intended to be completed individually.
2. Receiving information from another student during an exam that is intended to be completed individually.
3. Using crib notes, class notes, cell phones, tablets and other devices, textbooks or previous exams during an exam when use of these has not been authorized by the instructor.

4. Not producing original work and committing plagiarism. **All work to be completed in classes is to be individual work unless otherwise noted.** Proper citations of reference materials must be made at all times. Any student representing another person's work as her/his own will be subject to disciplinary action for plagiarism. As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, consult the latest issue of the *Texas A&M University Student Rules*, under the section concerning Scholastic Dishonesty. Texas A&M University as well as the MSAT program holds to the creed; "*An Aggie does not lie, cheat, or steal, or tolerate those who do.*"

Professional Development Units

Athletic Training Students must complete a predetermined number of Professional Development Units (PDU) within a given time period. This is very similar to what students will be required to do as professionals when completing Continuing Education Units (CEU) to maintain BOC and/or state license credentials. Part of being a professional is to continue gaining competence in athletic training, develop current knowledge and skills, and enhance professional skills and judgment beyond entry-level. This program requirement affords students the opportunity to gain experience outside of the mandated curriculum within designated categories where students may choose the experience. Each student is required to complete **10 hours** of PDUs each academic year by the end of spring semester as part of ATTR 653 Clinical Education III and ATTR 656 Clinical Education VI. These forms are available in the AT-MAP packages that students acquire as part of their clinical education course materials.

Student Grievances

To ensure that students understand how to appropriately pursue a grievance at Texas A&M University, students are encouraged to seek clarification and advice regarding procedures before initiating a grievance. Although a student may seek such advice from any faculty or staff member, the Office of the Dean of Student Life (Students Services @ White Creek, 979-845-3113) has staff members trained to help students who have grievances. Students are encouraged to seek assistance from this office in pursuing any type of grievance.

The decision as to which procedure to utilize for a grievance filed by a student shall be made solely by the university and shall be based on the fact pattern of each particular case. Each grievance shall be directed to a specific procedure and shall be accorded only one opportunity to be adjudicated unless the appeal body remands for further review.

Policy:

The MSAT program abides by the policies of Texas A&M University in cases of program grievances. It is the policy of the MSAT program to support each student's right to a fair and impartial evaluation of his/her academic work and to petition for redress of grievances. Please note that the policy below does not apply to grievances concerning sexual harassment or final course grades.

Procedure:

A student wishing to resolve grievances concerning policies or practices in classes, clinical education experiences, or other issues not covered by other University policies shall proceed as follows:

1. Refer to the Organizational Chart and DO NOT bypass any level in the Chain of Command
2. Refer to Student Rules Part III (<http://student-rules.tamu.edu/studentgrievanceprocedures>)

Sexual Harassment

According to the Texas A&M University's Policy on Sexual Harassment (<http://student-rules.tamu.edu/rule47>), sexual harassment means unwelcome sexual advances, requests for sexual favors, or other verbal, visual or physical conduct of a sexual nature, submission to which is made a condition of a person's exercise or enjoyment of any right, privilege, power, or immunity, either explicitly or implicitly. Sexual harassment occurs when a person is the recipient of conduct of a sexual nature where:

47.1.1 Submission to, or toleration of, such conduct is made either explicitly or implicitly a term or condition of an individual's education (including co-curricular activities) or employment;

47.1.2 Submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting the individual's welfare; or

47.1.3. Such conduct has the purpose or effect of unreasonably interfering with an individual's welfare, academic or work performance, or creates an intimidating, hostile, offensive or demeaning education (including co-curricular activities) or work environment.

Any complaints of sexual harassment should be made immediately after the alleged act of harassment has occurred. Information regarding the filing of complaints can be found in the above cited document. Any student who feels that they have been a victim of sexual harassment during their athletic training clinical experiences should notify their preceptor immediately. If the complaint is against a preceptor, they should notify the CCE or PD immediately.

Final Course Grade Challenges

Policy:

The MSAT program abides by the policies of Texas A&M University in cases of final course grade challenges. It is the policy of the MSAT program to support each student's right to a fair and impartial evaluation of his/her academic work and to petition for redress of grievances. Students must follow all of the procedures IN ORDER.

Procedure:

1. During (not the end of) the term, the student is responsible for finding out where they stand with regard to their grade.
2. Refer to the Organizational Chart and DO NOT bypass any level in the Chain of Command
3. Refer to Student Rules Part III. Grade Disputes (<http://student-rules.tamu.edu/rule48>)

Technical Standards

Policy:

The specific demands of the MSAT program are delineated in a set of Technical Standards. Students review and sign these Standards after admission to the MSAT program and update them before the second year in the program.

Procedure:

Students are responsible to compare their own capabilities with the requirements in the Technical Standards (see **Appendix**). If a student believes that they may need assistance with tasks described in the standards, they should contact the Department of Disability Services as described above for assistance. The PD and CCE can also assist the student to obtain the appropriate services. All information is confidential.

Scholarships and Financial Assistance

All students are encouraged to contact the TAMU Scholarship office at <https://financialaid.tamu.edu/> for further information regarding available aid and in order to calculate the cost of attending graduate school at Texas A&M University. It is also recommended that all students complete and submit a FAFSA or TASFA.

Academic Common Market

The MSAT program participates in the Academic Common Market (ACM). The ACM is a cooperative agreement among 16 Southern Regional Education Board (SREB) states allowing students to pursue out-of-state academic degree programs at the in-state tuition rate when the

resident state does not offer the academic program at one of their public institutions. To be eligible to apply for ACM you must: be a resident of one of the SREB states that does not offer a CAATE accredited professional level master's program in athletic training; be accepted into the MSAT program; and apply to the ACM through your home state's ACM website. For further information about the ACM, you can check with your home institution's ACM representative or go to <http://www.theccb.state.tx.us/index.cfm?objectid=E918B4C6-CCFF-5020-1129E36D8D4E60F1>.

Note: Currently, the Master of Science program is only listed on the ACM sites for GA and LA. This is because only students from those states have applied for ACM for the MSAT program.

Non-Resident Tuition Waiver

Recipients of a “competitive scholarship” of \$1000 or more may be able to receive in-state tuition for the academic year. The University/ School and Department offer scholarships. Information on competitive scholarships can be found at <https://scholarships.tamu.edu/Non-Resident-Tuition-Waiver>.

Texas Aggie Graduate Grant Application

The Texas Aggie Grant is a need-based award (financial need is determined by Scholarship & Financial Aid). Eligibility requirements: Texas resident, have completed and submitted a FAFSA or TASFA, enrolled in a degree seeking graduate program at Texas A&M (G7 or G8), must be enrolled at least half-time for the semesters you receive the grant. For more information go to [https://financialaid.tamu.edu/Graduate/Types-of-Aid#0-TexasAggieGraduateGrant\(TAGG\)](https://financialaid.tamu.edu/Graduate/Types-of-Aid#0-TexasAggieGraduateGrant(TAGG)).

Lisa H. and Peter H. Currie Endowed Athletic Training Scholarship:

A \$1,000 competitive scholarship given to a first year athletic training student based on program application scores.

Lechner Scholarship

A \$1,000 competitive scholarship awarded to a "new" graduate student in the Department of KNSM who will begin coursework in the summer or fall.

National Athletic Trainers' Association (NATA) graduate student scholarships

<http://www.natafoundation.org/scholarship-program>. Membership required.

Southwest Athletic Trainers' Association (SWATA) graduate student scholarships

<http://www.swata.org/>. Membership required.

Texas State Athletic Trainers' Association (TSATA) student

scholarships <http://www.tsata.com/tsata-scholarship-application-2015/>. Membership required.

Tylenol Scholarship

<http://www.tylenol.com/news/scholarship>. Tylenol has awarded more than \$8 million in scholarships to students pursuing an education in healthcare.

CBCF General Mills Health Scholarship

<https://cbcfinc.academicworks.com/opportunities/316>

The Congressional Black Caucus Foundation and General Mills award scholarships to students in the fields of medicine, engineering, technology, nutrition, and other health-related studies.

NCAA Post-graduate Scholarship Program <http://www.ncaa.org/ncaa-postgraduate-scholarship-program>.

All former student-athletes who earned an undergraduate degree from an NCAA member school are eligible to be nominated by that school for an NCAA graduate degree scholarship, regardless of when they received their undergraduate degree.

PFATS and NFL Foundation Ethnic Minority and Female Athletic Training Student Scholarship Program <https://www.pfats.com/about/minority-scholarship-program/> .**Veteran Scholarships** <https://veterans.tamu.edu/Scholarships>

General scholarships and military affiliated scholarships are available to students at Texas A&M University.

Program Expenses and Fees

There exist some additional fees which athletic training students will incur as a result of participation in the MSAT program. The following table contains a list of these costs and is designed to provide a general idea of the additional costs that a student in the MSAT program may incur compared to other graduate students at Texas A&M University. **This information is estimated and is subject to change.** Information about common graduate student costs such as tuition, student fees, course fees, room, and board is available at http://finance.tamu.edu/sbs/tuition/cost_attendance.asp and in the Graduate catalog. Below is a list of some expenses:

Item	Year One	Year Two
Apparel and Name Tags for Clinical Rotation	~\$50-100 Students are provided a polo shirt and access to online	~\$50-100 Students are provided a polo shirt and access to online

	ordering of program apparel for a group rate.	ordering of program apparel for a group rate.
eValue Education Management	~\$100	~\$100
NATA/SWATA Membership	\$60 new	\$80 renewal
BOC Exam	NA	~\$35 application fee/\$300 exam registration fee
Student Liability Insurance	\$13 (ATTR 651 course fee)	\$13 (ATTR 655 course fee)
Manual Therapy Credential	NA	\$200-\$400
Professional Conferences	Variable	Variable
Travel to Off-campus clinical sites	Students are responsible for their own transportation	Students are responsible for their own transportation and room/board if distance education
Flu vaccine, TB testing and/or other required vaccinations and tests	Refer to http://shs.tamu.edu/lab	Refer to http://shs.tamu.edu/lab

Note: This information is estimated and is subject to change.

Employment Outside of MSAT Program

The MSAT program requires full-time attendance. It is a rigorous program with graduate course work as well as clinical experience hours that are required each semester. It will be difficult for a MSAT student to find time for employment while enrolled in the program and remain in good standing academically. With the realization that the athletic training program can present a financial burden to some students, those who do seek employment must not allow their employment to interfere with the academic or clinical education program. **Classes and clinical experience assignments will not be scheduled around a student's work hours.** Students who are credentialed as health care professionals (e.g., LAT, PT, LPN, etc.) cannot accept employment with an affiliated site of the MSAT program and cannot act as a representative of Texas A&M University or the MSAT program. This policy complies with CAATE standards that students cannot act as staff and cannot receive monetary remuneration for athletic training services. All outside employment should be reported to the PD in order to determine that this policy has not been violated. Contact the MSAT program director with any questions regarding this policy.

Summer Sport and Conditioning Camps

MSAT students may have the opportunity to work summer sport and/or conditioning camps

hosted by Texas A&M University. These employment opportunities are outside the clinical

requirements of the MSAT program but since they do occur at a clinical site, students must be supervised by a licensed athletic trainer if their role requires direct patient care (i.e., as opposed to only managerial and hydration task as may be required of ‘Gatorade Camps’).

MSAT students currently enrolled in the program who are already LATs may contract with coach “owned” camps as an LAT, but they cannot supervise students and they are not representing A&M or the MSAT program. These students need to acquire their own professional liability insurance as the coverage that MSAT students have only covers assigned clinical experiences and program courses.

Health and Safety

Liability Insurance

Policy/Procedure:

All Texas A&M students, involved in internships/practicums/clinical rotations, are required to purchase for \$13.00 per year, professional liability insurance through an insurance agency working with Texas A&M to provide coverage to students at a rate of \$1,000,000 each incident, and \$5,000,000 annual aggregate. Only activities that are assigned as part of the clinical education courses (ATTR 651-656) are covered.

Activities outside the MSAT program are not covered. For example, students transporting other students or involved in other activities not sanctioned by the MSAT program are not covered by this liability insurance policy. Students who work summer sport camps would not be covered under this policy. Students may individually elect to purchase additional insurance to cover these types of experiences. As a member of the NATA, you have the opportunity to purchase professional liability insurance at a discount (<http://www.nata.org/membership/discount-programs>). Evidence of insurance is included in the students’ program folder maintained in the program director’s office.

Immunization Policy

In order to comply with the immunization requirements of all athletic training clinical experience sites, after enrollment and before the beginning of clinical rotations, students are required to show verification of listed immunizations. Annual immunizations must be

renewed and kept up to date or students may be removed from their clinical rotation, which may result in inability to complete required clinical hours for the semester.

- MMR: 1 or 2 doses of MMR **or** positive quantitative titer report showing immunity.
- Varicella: 2 doses (at least 4 weeks apart) **or** proof of a chicken pox diagnosis by a physician **or** quantitative titer report showing immunity.
- Hepatitis B: 3 doses (0, 1 month after 1st dose, 4-6 months after 2nd dose) **AND** positive titer report showing immunity.
- Diphtheria, Tetanus, Pertussis (Td, Tdap, DTP): 1 dose of Tdap vaccination after age 18 with Td booster every 10 years
- Bacterial Meningitis (MCV4, MPSV4): Evidence of vaccination must be shown to register for classes. Exceptions apply based on age > 22. <http://admissions.tamu.edu/meningitis.aspx>
- **TB:** Evidence of negative TB Skin Test or TB Blood Assay Test before and within 12 months of Aug.1 **or** if reading is positive, a clear chest X-ray report must be submitted. TB skin tests can be received and read at the [Student Health Services](#) for \$20.
- Annual flu vaccine between Sept. 1 and Nov. 1. Flu vaccinations can be received at the [Student Health Services](#) for \$15 (free vaccinations are available to a limited number of TAMU students for free).

Communicable/Infectious Disease Policy

An infectious disease is any medical illness that is caused by microscopic organisms or their toxins. Invading microorganisms include viruses, fungi, bacteria, and parasites. Sources for these organisms include the environment, animals, insects, and other mammals, including humans. Transmission usually occurs by:

- Inhalation
- Ingestion
- Direct contact, or by bites by a contaminated vector.

Many infectious diseases can cause outbreaks and epidemics. For this reason, identification, evaluation, and mitigation of infectious diseases are essential to protect public health. Infectious diseases can occur naturally, through human error (e.g. airborne or foodborne illness), or through deliberate acts of bioterrorism.

(Annex H Health and Medical Services;
<http://www.tamu.edu/emergency/documents/AnnexH.pdf>)

Policy:

Students are expected to abide by all policies and procedures of Texas A&M University's infectious disease plan as well as following recommended infection control practices in the clinical setting to prevent infectious disease by the CDC, OSHA and the NCAA (refer to Appendix V).

References:

Texas A&M University's infectious disease plan can be found in the following document: Annex H; Health and Medical Services

<http://www.tamu.edu/emergency/documents/AnnexH.pdf>

Center for Disease Control (CDC) Guidelines may be found at

<http://www.cdc.gov/ncidod/dhqp/index.htm>

Occupational Safety and Health Administration

https://www.osha.gov/pls/oshaweb/owadisp.show_document?p_id=10051&p_table=STANDARDS

Other Medical Conditions Effecting Class or Clinical Responsibilities

Policy/Procedure:

Students who have any other medical condition should go to the [Texas A&M Student Health Services](#) or other health care provider immediately for evaluation and treatment. Students that are determined by a physician as having an active communicable disease will be required to take a medical leave of absence from clinical experience until cleared by the same physician. At that time, the student will determine, with the PD and CCE, a plan to make up the missed competencies and experiences. Examples of communicable diseases are:

- Rubella (3-day measles)
- Rubeola (9-day measles)
- Meningitis - viral and bacterial
- Hepatitis A
- Varicella (Chicken Pox)
- Tuberculosis (TB)
- Influenza
- Mononucleosis

If you have any of the following signs and/or symptoms, you may have contracted a communicable disease. Athletic training students who experience any or all of the following signs or symptoms need to be examined by a physician prior to attending clinical rotations.

- Fever
- Skin rash
- Nasal discharge
- Coughing
- Open and/or oozing skin lesions
- Yellowing of the skin, eyes, or mouth
- Unexplained fatigue
- Chest pain

- Dizziness

Any Athletic Training Student who comes in contact with a communicable disease or experiences any or all of the above signs and/or symptoms will be referred to the Student Health Center (<http://shs.tamu.edu/>; (979) 458-8250). The costs associated with the referral to the Student Health Center and any additional care will be the responsibility of the student's primary insurance and the student.

Exposure to Other Potential Health Risks

Policy/Procedure:

Students should be aware that they may be exposed to variety of potential health risks throughout the educational program and clinical experiences. Students should take precautions in order to safeguard their health. Some of these health risks may be as follows:

1. Laboratory sessions in which students work with each other to practice various procedures including exercise, functional activities, physical agents and modalities, manual therapy and the use of assistive and adaptive devices.
2. Clinical experiences in which students perform various procedures including exercise, functional activities, physical agents and mechanical modalities, manual therapy and the use of assistive and adaptive devices. Students may also be exposed to infectious diseases in the clinic settings.
3. Students may be exposed to stressful environmental conditions when involved with outdoor sports.

The most common environmental condition that may be a health risk for an ATS is the heat and humidity. Students should safeguard their health by wearing sun protective clothing (hats, sunglasses, etc.), using sunscreen with a minimum SPF of 30 and most importantly, staying well hydrated and practicing good nutrition. Students should consult with their preceptors for further prevention ideas.

Exposure to mosquitoes may also occur. Due to the potential for mosquitoes to carry the Zika virus, ATS should take precautions to avoid mosquito bites. The following are prevention steps advocated by the Centers for Disease Control (<http://www.cdc.gov/zika/prevention/index.html>).

- Wear long sleeved shirts and long pants
- Use EPA registered insect repellent and reapply as directed
- If applying sunscreen apply sunscreen before insect repellent
- Treat clothing and gear with permethrin or purchase permethrin-treated items.

Therapeutic Equipment

Policy:

All clinical sites must meet at minimum the manufacturer's recommendation or federal, state, or local ordinance regarding specific equipment calibrations and maintenance. Sites accredited by the Joint Commission, AAAHC or other recognized external accrediting agencies are exempt.

Procedure:

The CCE preforms annual facility site evaluations to ensure that therapeutic equipment is appropriately calibrated and maintained. Any equipment that is not in safe working order, should be removed from the treatment area if possible and/or be clearly labeled as out of order.

School Closings, Bad Weather and Snow Emergency:

Policy:

Students are not expected to travel to class or clinical sites when the University is officially closed or in instances when roads or airports are closed due to poor weather conditions. If the school is closed due to inclement weather, students are not required to go to their clinical education assignments (even if the sports or clinics are still practicing/open).

Procedure:

1. In the event that Texas A&M University is closed due to inclement weather or other emergencies watch for updates on the **Campus Emergency site**, alerts from **Code Maroon** or new on the **Texas A&M homepage**, You may also want to review the **Campus Safety & Emergency Procedures**.
2. If students cannot make their class and/or clinical assignment for personal reasons (i.e., weather, car troubles), they must contact all of the appropriate instructors and preceptors immediately.

Health Insurance

Policy/Procedure:

Texas A&M Health Services recommends all students have health insurance. Students are not required to have health insurance to use the health services. Texas A&M Student Health Services participates and files on all TAMU sponsored plans. Visit www.tamuinsurance.com for more information about these plans. International students on a F-1 or J-1 student visa must be covered under the Texas A&M University Student Health Insurance Plan (SSHIP) or equivalent insurance coverage that meets the waiver criteria (<http://iss.tamu.edu/Prospective-Students/Health-Insurance>).

Weapons Policy

The Texas A&M University Student Rule 24.4.14 addresses weapons. For more information go to the [Student Rules](#) website. The University is committed to complying with state and federal laws.

The 84th Texas Legislature passed Senate Bill 11 in 2015, which expands the areas on public university campuses where those with appropriate licenses may carry concealed handguns (e.g, campus carry law). Universities have been given discretion to implement the law based on our unique campus cultures, with a focus on safety and the gathering and careful consideration of input from the broad campus community.

However, it has been determined that a license holder cannot carry a handgun on the premises where a collegiate or interscholastic sporting event is taking place or on premises where there are camps/programs with minors as well as other designated locations. For more information, go to the [campus carry](#) website. Students must adhere to site specific policies both on and off campus.

Athletic Training Lab

Usage Policy

The athletic training lab in Heldenfels 217 (Gilchrist after January 2019) is the primary educational and research facility for the MSAT program. Due to the frequency of use, the lab must be kept clean, organized and students must practice hand hygiene and infection control measures when utilizing it. Additionally, second year students will have ID card privileges to gain entrance into the building and lab for approved purposes. These privileges should be taken seriously and students are responsible for the security of the lab and the equipment/supplies therein. For purposes of lab security, when a student utilizes their ID to gain access to the lab, this access date/time is recorded. Students are prohibited from allowing access to other students using their ID.

Cleanliness and Organization of the Athletic Training Classroom/Lab

Policy/Procedure

Students and faculty are responsible for keeping the AT classroom/lab clean and organized. ***All tables, chairs, equipment, supplies, computer, markers, etc. should be placed in their original position at the end of each class.*** The white board must be erased and trash/towels put in their appropriate places. Students and faculty can check out equipment from this classroom by completing the appropriate form with faculty signature. Students who fail to return any item are responsible for the replacement cost. If first year students need access to this class/lab to practice skills, they should contact the course instructor, PD or CCE.

Infection Control

All faculty and students are to comply with infection control guidelines during laboratory sessions:

1. Wash hands thoroughly with soap and water or use an alcohol-based handrub before and after each lab.
2. Standard infection control and universal precautions should be used for contact with blood or body fluids.
3. Contaminated materials are to be kept in a covered receptacle.
4. Equipment and materials should be cleaned and disinfected at the end of each use or as is in keeping with established equipment-specific policies.

Student Program Files

The MSAT program maintains program documents of all students either electronically or hard copy in the PD's and CCE's offices. These documents may include, but are not limited to the following: admission materials, academic records, evaluations (by preceptors), course examinations, advising reports, infractions, and any/all documentation of a student's academic and clinical progress for a period of one year (following graduation). If, at any time, students wish to review their folder, they should schedule an appointment with the PD or CCE.

Academic Confidentiality

The MSAT program, KNSM Graduate Programs Office and the Office of the Registrar maintain academic and personal records on all students. Except under legal compulsion or written permission by the student, information contained in such records, with the exception of name, address, dates of attendance and degrees obtained, will not be released to agencies outside the University without written consent of the student. This is in line with the Family Education Rights and Privacy Act (FERPA)

<http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>.

Program and Professional Communication

All students are required to have access to a computer and the Internet. Faculty and preceptors will communicate with students via email, or may put portions of the courses on-line (i.e., Campus Blackboard Vista). Students may use the university computer labs whenever on campus or more frequently per instructor's request. Therefore, students are required to check their email on a daily basis or as often as possible so that they do not miss any announcements and other information. *Students are required to use their TAMU email account (i.e., not other email accounts like yahoo or hotmail) for all program communication.* At times program faculty and preceptors may contact students via text message or by phone when an immediate response is needed.

MSAT students are expected to communicate both verbally and in writing in a professional manner. Athletic training students should make sure that all email addresses, voicemail

greetings, and personal social media accounts (i.e., Facebook, Instagram, Twitter, etc.) present them in a professional light to peers, faculty, supervisors and potential employers. MSAT students should return emails and phone messages from faculty and supervisors as soon as possible. Professional emails should contain a formal salutation (Dr. or Ms. or Mr.) when indicated and a less formal salutation when needed (the person's name). Emails are a form of written communication and as such, the sender is presenting themselves to the receiver in "typing". Emails should be written in complete sentences with correct use of grammar, punctuation, and terminology. Abbreviations and incorrect utilization of caps often seen with text messaging is not appropriate for professional emails even when smart phones are used to send them. Emails should be closed with the student's name and affiliation if indicated. See below:

Sally Smith, BS
Athletic Training Student
Master of Science in Athletic Training
Texas A&M University
979-444-2323
ssmith@tamu.edu

If at any time students have a concern or request, they should discuss their situation immediately. This may be related to academics or clinical education. All of the faculty and staff at the university have an open door policy. It is important that students follow proper Chain of Command and communicate professionally (both verbally and in writing) at ALL times, even when upset about an issue.

BOC Certification and Licensure - Exam and Application

In order for students to practice athletic training after they graduate from TAMU, students must successfully pass the Board of Certification (BOC) and if intending to practice in Texas, acquire Texas licensure either after receiving ATC credentials or by challenging the state examination. If intending to practice in other states, students should research eligibility requirements and practice acts for each state they wish to practice. Students are encouraged to take advantage of the educational opportunities available at Texas A&M University. ***Research has shown that success on the BOC exam is directly correlated to a student's academic performance.*** Our MSAT program will provide students with the knowledge and skills, provide supervised practice opportunities for these skills, and evaluate students on a regular basis. Students are encouraged to utilize the resources available from the Program Director and university libraries. These resources include BOC examination reference materials as well as computer software, applications and support media. Students may also review their previous program exams, which are maintained in the student's program folder.

Part 4 – Clinical Education

Criminal Background Check & Drug Screening

Students will be assigned to clinical experiences at agencies that require a criminal background check and may require a drug screening. Students, who are prevented from participating in clinical education due to the results of the background check, and/or drug screening, will be prevented from progressing in the MSAT program.

ECCC Certification and OSHA/Blood borne Pathogen Training

All students are required to maintain current Emergency Cardiac Care Certification (ECCC) and OSHA/Blood borne Pathogen training. Students will receive annual instruction and review of this information. Students are required to adhere to the Texas A&M University OSHA Guidelines (see Appendix) as well as related guidelines from any agency in which the student is serving in a clinical experience. For additional information, refer to the following Web site:
<http://www.osha.gov/SLTC/bloodbornepathogens/index.html>

Clinical Education Requirements

Clinical education within the profession of athletic training serves to provide invaluable experiences and contacts that will enhance the student's educational process. Clinical experiences provide students with opportunities to practice and integrate the cognitive learning, with the associated psychomotor skill requirements of the profession and develop professional behaviors expected of an athletic trainer. Therefore, students are assigned an average of 15-20 hours/week as an athletic training student during the clinical education portion of the MSAT program. Clinical education is planned to allow students clinical practice opportunities with varied client/patient populations across the lifespan, of different sexes, with different socioeconomic statuses, of varying levels of activity and athletic ability, who participate in nonsport activities and who have a variety of health conditions. At no time should an athletic training student take the responsibilities or position of a staff athletic trainer or medical personnel. Athletic training students must be supervised at all times when providing direct patient care by preceptors onsite with the ability to intervene. Some rotations may be short in length (mini-rotations or observations), but this is to provide a variety of experiences over the 2-year program. These clinical hours and clinical experiences are part of academic courses (ATTR 651, 652, 653, 655 and 656). Athletic training students cannot receive monetary remuneration for these clinical hours; they are a part of their clinical education course requirements.

Clinical Rotation Plan and Schedule

Students will be assigned to a variety of on campus and off campus affiliated clinical sites. **Students are expected to provide their own transportation to clinical sites and incur the cost of mileage.**

Students are assigned to their preceptors and clinical sites by the CCE based on a rotation schedule through the various experience categories as well as such considerations as the student's strengths and weaknesses, career interests and goals, and prior experience. Students are asked for their 3 top clinical rotation preferences (i.e., 3 wishes) which the CCE will take into consideration when planning a student's clinical assignment. Additional factors, such as availability of preceptors and physical capacity of the site, are also considered in assignment of students to clinical rotation sites. **However, students must understand that they are not allowed to choose their assignment and not all preferences can be accommodated.** The CCE in consultation with the PD will make all clinical experience assignments and changes. If there are any problems, concerns, or questions, they should be brought to the attention of the CCE *immediately*. Additionally, a student may be removed at any time from a clinical assignment.

The current general rotation schedule can be seen below. Please note, the list of available settings is continuously being updated, so the list below may change. Depending on the competitive season for the sport, students may end a rotation prior to the end of a semester and begin another rotation prior to the beginning of the next semester, (i.e., basketball experience). Rotations may also continue over school breaks (winter, spring, etc.), or beyond

the regular academic semester (i.e., May-June post-season softball, baseball, track, etc.). If assigned to a university or high school rotation, the student will remain on that rotation until

that sport's competitive season has ended, which may vary depending on the success of the team. In certain circumstances where sports are limited in the number of students that can participate in travel or post-season coverage, students may be given the choice of whether they want to participate in post-season activities (i.e., TAMU football bowl game, etc.).

Clinical Experience Categories for 2019-2020

Individual Sports at TAMU	Team Sports at TAMU	Protective Equipment (TAMU or HS)	Male Patients (TAMU or HS)	Female Patients (TAMU or HS)	Non-sport patient populations	Non-orthopedic conditions	Life span (Adult, Pediatric, Elderly)
Track and Field	Basketball	Football	Football	Soccer	Texas A&M Physician's Family Medicine Clinic	Texas A&M Physician's Family Medicine Clinic	Texas A&M Physician's Family Medicine Clinic
Cross Country	Volleyball		Basketball	Volleyball	Emergency Room	TAMU Athletics Primary	Secondary School sports

						Care Physicians	
Swimming and Diving	Football		Baseball	Track and Field	Surgical Observation	Central Texas Sports Medicine & Orthopedics	Central Texas Sports Medicine & Orthopedics
Tennis	Baseball		Track and Field	Cross-Country	Texas A&M Dance Science Program	Chi St. Joseph Sports Medicine	Chi St. Joseph Sports Medicine
Equestrian	Softball		Cross-Country	Swimming and Diving	Central Texas Sports Medicine & Orthopedics	Emergency Room	
Golf	Soccer		Swimming and Diving	Basketball	Chi St. Joseph Sports Medicine		
			Tennis	Tennis	Aggie Corp of Cadets		
			Golf	Equestrian			
				Golf			

Clinical Site Orientation

Once students are provided with their clinical assignment and preceptor information for the semester, they can contact the preceptor and schedule their initial orientation. At minimum, the preceptor will discuss the items that are on the Clinical Experience Site Orientation form (see Appendix).

Criteria for Claiming Clinical Experience Hours

1. **Students must be directly supervised** (i.e., physically present and able to intervene) by their preceptor during direct patient care. This supervision allows for immediate interaction and instruction. However, as they demonstrate their readiness, students will be provided with increasing levels of supervised autonomy as they progress through the program.
2. **Preceptors will schedule students for an average of 15-20 hours of clinical experience each week to provide a regular semester average of 225-300 hours.** There may be times when a student wishes to volunteer for a greater number of clinical experience hours. The program does not discourage students from gaining additional clinical experience at their primary site or elsewhere, if they choose, but the student's primary clinical assignment is their main priority. The student must be in good

academic standing and the extra hours must not affect their academic progression or quality of life. An example of this is a student's desire to gain Texas A&M football experience. Students assigned to this rotation are only required to be present for 1-2 football games per season, however, they may volunteer to participate in more home and away football games as well as post-season bowl games. **The CCE will monitor clinical experience hours weekly and provide at minimum a biweekly summary to preceptors.** If a student completes greater than 25 required hours of clinical experience in a week or consistently logs hours over the 20 hour maximum, the CCE will contact the preceptor and the student to determine the circumstances (rehabilitation rotation, rain delays, tournament play, overtime events, trips, volunteer hours, event hosting, etc.).

3. Students engaged in clinical experience rotations while school is not in session (i.e., pre-season, winter break, spring break, etc.) are not held to the 20 hour maximum. However, these hours should still be recorded on eValue and will count toward the next semester if the student has weeks that fall below the minimum or their semester average falls below the minimum 225-300.
4. Preceptors will provide students with **a minimum of one day off of clinical hours each week** unless the student is assigned a clinical immersive experience when face-to-face classes are not in session.
5. Students should record only those clinical experiences that have been assigned by the CCE and PD or approved for volunteer hours.
6. While traveling with an athletic team, students should record hours that are spent attending to athletic training duties ONLY. Sitting on a bus or attending meals does not constitute athletic training experiences.
7. Sometimes students may have breaks during their clinical day, such as when the team is in meetings. Students may choose to study during this time or they may leave the clinical site if needed after informing their preceptor. These hours should not be recorded.
8. Students may NOT obtain any clinical hours;
 - a. outside of scheduled clinical assignments. For example, a summer job in a sports medicine clinic or sports camps are a great experience, but students cannot count any of these hours toward MSAT program requirements unless they were assigned by the PD or CCE and are part of a clinical education course requirement.
 - b. for athletic training meetings, AATA, PDU hours, in-services, or classes.

Documentation of CE Hours and Reflection Journals

Each week, students will submit their clinical experience hours on eValue. **Students should log volunteer hours separately from required hours.** Students will also be required to submit a weekly reflection journal using the comments section of the Log Hours form on eValue. The hours report and narrative covers a week beginning on Monday and ending on Sunday to be submitted by 5 p.m. each Monday. A reflection journal is an opportunity for students to critically review their week of clinical

experiences and discuss what they learned through observation, hands on experience or through interactions with patients, peers, coaches and preceptors. A reflection journal is not a simple diary of events for the week. Instead, students are encouraged to self-reflect on their clinical choices and why they made those choices and if they would choose differently in the future. Students are allowed one (1) late journal submission without penalty. Further late journal submissions will result in a zero (0) score. Students are expected to fully use the space provided on the form for journaling and to use correct professional and medical terminology, grammar and spelling. Students should first create their narrative in a Word document, edit it accordingly, paste it into the Comments field on eValue and also attach the Word file to an email sent to the clinical education course instructor by 5 p.m. each Monday. Course instructors will grade reflection journals each week and return them to students via email. Students must save all of their weekly reflection journals in the same Word file which will be submitted electronically to the CCE at the end of each semester and placed in the students' electronic portfolio. Students' grade will not be deducted for personal opinions or for the clinical choices that were made. For AT students, the clinical education course instructor will grade the journals and may return them with comments, corrections or further questions that will help students with their professional development.

Skill Performance on Actual Patients

Athletic training students (ATS) are allowed to perform athletic training clinical skills on a patient population under the direct supervision of their preceptor. The ATS must receive instruction by their assigned preceptor in order to perform the skill safely and effectively on the preceptor's patient population. Each preceptor has to instruct the skill to their level of satisfaction and is responsible for the outcome based on their respective licensure laws.

Absence Request from Clinical Experience Assignment

Any athletic training student, who wishes time off, for any reason, must complete this form. This form must be submitted two (2) weeks prior to the date requesting off. It is the responsibility of the student requesting time off to find a replacement of equal or higher level of skill and knowledge if possible. This policy does not refer to times when a student is sick or must be absent due to an emergency. These forms are available in the Appendix and in eValue.

Relationships and Conflicts with Others

Athletic training students like professionals must maintain a good rapport with everyone with whom they encounter during their clinical experiences (i.e., patients, parents, coaches, physicians, allied health professionals and support staff). This is essential to ensure a productive working environment. The patient is of primary importance and we take a teamed approach to providing health care. Everyone has an important role even if it is a different role.

Student-Athletes and Patients:

The NATA Code of Ethics states “*Members should conduct themselves personally and professionally in a manner that does not compromise their professional responsibilities or the practice of athletic training.*”

At all times, athletic training students should maintain professional boundaries in relationships with student-athletes and patients. They must ensure all aspects of the relationship focus exclusively upon the healthcare needs of the patient. This may at times be challenging due to the similarity in ages. However, athletic training students need to abide by all rules, treat all patients fairly, and not show favoritism. Personal relationships (e.g., fraternizing, dating) between athletic training students and student-athletes/patients may constitute a conflict of interest and appear unprofessional. At times an athletic training student may encounter student-athletes and patients outside of the healthcare environment within public spaces. Whereas this interaction may not have been planned and both have the right to remain in that public space, it may not be obvious to others observing the interaction that it was unintentional. In addition, an athlete training student that witnesses a student-athlete violating team rules may be obligated to report the behavior so it may be wiser to just leave the area. Failure to abide by these policies may result in an infraction report being filed as well as disciplinary actions taken by the program which may result in suspension or dismissal from the MSAT program.

Minors: High School Athletic Training Student Aides and Student-Athletes:

Athletic training students will complete a semester long rotation at a local high school or middle school. Therefore, graduate students will be interacting with minors during this rotation and should be aware of the many considerations in working with a younger population.

- Minors are unable to provide consent; therefore, parents and/or guardians should be involved in all aspects of discussions and decision making.
- Private unsupervised conversations between MSAT students and minors should never occur. Preceptors and/or parents/guardians should be present.
- Because younger individuals may not yet have the experience or the knowledge to fully understand concepts related to injury and illness, you should explain concepts in a manner appropriate to their development without being condescending. Assess the young person’s understanding before providing additional information.
- Be yourself. Don’t try to be cool. Young people want you to be a trusted professional and mentor, not their friend.
- Because MSAT students may be closer than preceptors to the age of the high school students, there may be a tendency for younger individuals to want to confide personal information to you. This is not your role. Refer the high school student to your preceptor or alert your preceptor to the situation.

Athletic Training Student Peers:

It is necessary to have a good working relationship with everyone in the athletic training program, including your fellow AT students. You will be spending a great deal of time with each other and you may be in a position to ask for each other's help in the future. Your professional networking really begins with the working relationships you develop with your fellow AT students. Your fellow AT students should respect you as a peer and future colleague and you should work hard to gain this respect. In the future, it is possible that your current peers may be in a position to help you achieve a job you desire or block you from doing so if they cannot recommend you to others. Just like your preceptors, you should not question or criticize fellow ATS in front of others. Any criticisms you have should be offered in a constructive manner and in private. You should be cognizant of the situation and circumstances when discussing differences of opinion. There are as many ways to handle situations as there are athletic trainers, so remember that the possibility exists that both parties may be right.

The nature of a professional master's program is that students with various backgrounds and experience levels are accepted. Students should value the knowledge and skills their classmates bring to the program. One student may be very knowledgeable and accomplished in a certain athletic training content area, while another student may have knowledge and skills in another. Students with more experience in a particular area, should provide leadership for other students, but in no way be condescending to them. You should learn from everyone that you come in contact with and you should be willing to offer your knowledge in order to advance the education of another student or colleague. "See one, do one, teach one" is a learning approach that will benefit everyone.

Students should make every effort to cooperate and give assistance to everyone affiliated with the MSAT program. If a conflict occurs, the student should remember that the goal of conflict resolution is to resolve the problem between the parties without involving others. One-on-one is the best way; the more people who enter into it the more complicated it gets. Students should remember that their fellow students are colleagues and they should act in a professional manner when interacting with others. If this fails, the student(s) should then seek advice/involvement of a preceptor or MSAT program faculty member. It is best that personal problems and biases remain outside the program.

An intimate personal relationship between an athletic training student and another athletic training student in the program is also discouraged. These types of relationships can cause conflict and become a distraction to the athletic training students involved as well as others in the program. If a relationship of this nature should occur, both parties should maintain their professionalism and not let this relationship become a point of contention. Apprise the CCE and/or PD of this relationship so your clinical assignments, research pairings and other activities can be managed accordingly.

You may also be interacting with undergraduate students hired by the athletic department as work study students and managers or who are completing undergraduate internships and enrolled in field experience courses in athletic training. In some cases, these students may have more athletic training practical experience than MSAT students or familiarity with the athletic department and teams. Just like MSAT students, these students are part

of the health care team that treats the student-athletes at TAMU and you should interact with them in a professional manner and use the opportunity to learn from each other.

Undergraduate students enrolled in ATTR 201/202/301/302 Field Experience in Athletic Training courses will be assigned to athletic training facilities as part of these classes. They will display color coded name badges that identify the level of patient care they are allowed (See Appendix for this information). In order to fulfill leadership and supervision competencies, MSAT students will be responsible for scheduling these hours and providing supervision and mentoring to these students.

Faculty and Preceptors:

The MSAT faculty and preceptors should be treated with respect and they will do the same for you. You should feel free to come to these professionals anytime whenever needed. However, an athletic training student may not have an intimate personal relationship with faculty, staff or preceptor who may teach, supervise or otherwise have a working relationship with the student.

The preceptors are professionals in their field. Their main priority is providing athletic training services to the clients/patients they are hired to care for. At times there may be conflicts between the student and the preceptor. These conflicts should be handled in a professional manner; one-on-one and in private. Many times conflicts are a result of miscommunication between the parties and when they are discussed a resolution can occur. If the parties have attempted conflict resolution and it has not been successful, either party should contact the CCE or PD to intervene and assist with a resolution.

Physicians and Other Healthcare Professionals:

All athletic training students will have an opportunity to interact with various physicians and other healthcare professionals during their clinical rotations as well as in the classroom. Students should be knowledgeable about the various healthcare professions and participate in interprofessional collaboration to maximize the healthcare of your patients. Students should be prepared to present and discuss patient cases with team physicians and to follow physician instructions. Although the preceptors are the liaisons to the physicians, at times ATS may be asked to accompany a student-athlete to a physician's office. When this occurs, ATS should report back to their preceptor after the appointment.

Coaches:

Coaches must be treated with respect at all times. They are our colleagues and we must be able to communicate with coaches on a professional level. However, it is not the responsibility of athletic training students to provide injury reports to coaches or make return to play decisions independent of their preceptors. In addition, athletic trainers, including students, should not question a coach's ability and should not try to "coach" the

athletes. You are responsible for the health care of your patients, not the score of the game. Additionally, if you feel the coach is jeopardizing the athlete's safety, you should bring it to the attention of your preceptor not directly to the coach. Student-athletes often use athletic training students as sounding boards for venting their frustrations regarding their coaches. It is the responsibility of the athletic trainer to listen to the student-athlete and to be supportive but not to pick sides between the player and coach. Always encourage the athlete to discuss their frustrations with their coach or direct them to your preceptor.

Social Networking and Media Policy

Faculty and Preceptor Policy:

The MSAT program promotes professional interactions between faculty, preceptors and students. In maintaining this professional interaction, the program prohibits faculty and preceptors from interacting with current athletic training students using social networking media. Faculty and preceptors should not accept nor request any interaction involving social networking media with any student currently enrolled in the MSAT program regardless of whether the faculty member or preceptor is currently providing didactic or clinical education to the student.

Athletic Training Student Policy:

The MSAT program promotes professional interactions between clinicians and patients. In maintaining this professional interaction, the program prohibits athletic training students from interacting with current patients or student-athletes of any athletic training clinical experience site using social networking media (e.g., they cannot be your Facebook friend, you cannot Snapchat with them, follow their twitter feed, Instagram, etc.).

Athletic training students should not accept nor request any interaction involving social networking media with any current patient or student-athlete, regardless of whether the athletic training student is directly responsible for the patient's care. This includes refraining from social networking with student-athletes from athletic teams with whom the athletic training student has no direct contact and patients being treated by another clinician at the athletic training student's clinical education site. This policy further prohibits social interaction with patients and student-athletes by phone, text messaging, electronic mail or other communication or messaging systems. If there is a pre-existing relationship, the student should discuss it with the PD or CCE.

Furthermore, it is unacceptable for athletic training students to interact through social networking media, text message, or electronic mail with patients or student-athletes who are *minors*, no matter if they are currently working with the minor or if they are no longer providing healthcare for the minor.

Athletic training students should not share any materials, including but not limited to, text, images or video, related to patient diagnosis and care through social networking media, text message, or electronic mail. Any such disclosure of information is in violation of HIPAA guidelines and the Texas A&M Patient Confidentiality Policy.

Athletic training students are also prohibited from sharing, in any format, work place information that was gained as part of their affiliation with clinical education sites (i.e.,

half-time meetings, on-the field conversations, etc.), other than with preceptors or program administrators; “what happens here, stays here”. Students should not take pictures or videos while functioning in their role as an athletic training student without permission from their preceptor (e.g., filming team running onto the field, sprinter at the finish line, interesting injury, etc.). Students are to conduct themselves as healthcare professionals, not as sports fans.

Social Media:

The MSAT program prepares students for successful transition to professional practice. Part of the responsibility of a professional is to keep your private social life offline or only available to a few **TRUSTED** friends. Remember that anything that is on social media may last forever and it has the potential to negatively affect your academic and professional progressions. Inappropriate social media content may be considered a program infraction whether it is your posting or someone who follows you.

Patient Confidentiality

Any personal health information (PHI) about a patient’s injury/medical condition or treatment that an ATS may acquire is considered confidential. Students must comply with HIPAA regulations regarding PHI. Athletic training students have a unique opportunity to observe and participate in scholastic and intercollegiate athletics as health care professionals as well as with other patient populations. At no time is an AT student to make a statement or give information of any type to a member of the public or media. Questions regarding injuries, health status of athletes, or team activities should be directed to the preceptor. An AT student should also not discuss a patient’s medical information with other athletes, your family, friends, acquaintances, or anyone else except for qualified medical personnel who need to know the information in order to provide care. Medical information is considered confidential unless a patient signs a written authorization to disclose such information. Athletic training students will receive HIPAA and FERPA compliance training and are required to sign a confidentiality agreement form. Athletic training students who violate confidentiality policies and procedures may be dismissed from the program. Furthermore, the professional rapport the AT student establishes with patients, coaches, and physicians is jeopardized by the lack of discretion and violation of this legal and ethical conduct. At times we may discuss patient cases within the MSAT program for educational purposes. However, we will do so without referring to patients by name and with the understanding that the information will not leave the classroom. In inter-professional courses, these discussions should not take place as there are students outside of the MSAT program in these courses.

HIPAA

The Health Information Portability and Accountability Act regulates dissemination of personal history information (PHI). It guarantees patients access to information and control over disclosure of their PHI. In order for PHI to be lawfully disclosed, the patient must provide written authorization for release of the information

FERPA

The Family Educational Rights and Privacy Act of 1974 (F.E.R.P.A.) was designed to protect the privacy of students' educational records and to establish the rights of students to inspect and review their educational records. In accordance with FERPA, a student must sign a consent form if information from their educational records is to be disclosed to a third party.

Characteristics of a Successful ATS

1. Student demonstrates effective interpersonal communication skills.
2. Student takes the initiative to find tasks that needed to be completed.
3. Student completes assignments in a thorough and effective manner.
4. Student arrives for clinical assignments on time and remains for scheduled hours.
5. Student willingly accepts responsibility in assignments and other performance tasks.
6. Student demonstrates emotional maturity in dealing with conflict.
7. Student accepts constructive criticism with a positive attitude.
8. Student demonstrates good rapport with patients.
9. Student demonstrates ethical clinical practice.
10. Student demonstrates compassion and empathy toward patients.
11. Student demonstrates cultural competence when dealing with a diverse patient population.
12. Student works with other members of the sports medicine team effectively.
13. Student demonstrates enthusiasm for the athletic training profession.
14. Student effectively demonstrates clinical skill and knowledge.
15. Student utilizes evidence based medicine to make clinical decisions.
16. Student is familiar with the Emergency Action Plan and other policies and procedures of the clinical site.

General Athletic Training Facility Policies and Procedures

NOTE: Most of these rules will apply to all types of clinical education settings, not just athletics or Texas A&M University. However, students are responsible to know the policies and procedures for each clinical site they are assigned.

THESE GUIDELINES ARE TO BE FOLLOWED AT ALL TIMES WHILE IN THE TEXAS A&M ATHLETIC TRAINING FACILITY:

1. No personal cell phone use while on duty unless permitted by preceptor.
2. Do not sit on cabinets, or lay on treatment tables. You should look like a clinician, not a patient. You should stay busy not sit around.
3. No spiked or cleated shoes are allowed in facility unless it is an emergency situation.
4. No shoes on treatment tables.

5. No horseplay or foul language at any time.
6. All medical information and team activities are to be kept confidential.
7. All decisions in regard to treatments for athletes and injury care and prevention will be made by or approved by the preceptor.
8. Always check with your preceptor before leaving.
9. Drugs, alcohol, and tobacco products are not permitted during clinical assignment, while on trips or at any event.
10. The computers are for treatment log entries only. Student computers may be provided and can be used at times permitted by preceptors.
11. Treat every athlete/patient with respect even though they may not always return the courtesy.
12. Do not enter a staff members office unless given permission.

Responsibilities of MSAT Students

1. Be familiar with the Emergency Action Plan for each clinical site and be prepared to apply first aid procedures and emergency care at each clinical site and sport.
2. Be familiar with general medical facility policies and documents (physical examination requirements, medical referrals, emergency procedures, etc.).
3. Assist and cooperate fully at all times with the staff athletic trainers, physicians, and others.
4. Show interest and excitement for the profession of athletic training.
5. Continue to gain knowledge and enhance your skills in order to provide exceptional care to your patients.
6. Fulfill daily and weekly cleaning duties - always doing your fair share of the work. An athletic training facility is a medical facility and should therefore be kept clean. This is the responsibility of **ALL** personnel. Never be satisfied with an unclean facility. It is a direct reflection on you as a professional.
7. See things that need to be done and take the initiative to do them. Don't wait to be asked.
8. Refer all significant injuries to your preceptor. **This is essential!** With knowledge and experience, students will learn what injuries need referral and what injuries your preceptor will allow you to perform the initial evaluation and management followed by referral to your preceptor. Most importantly, do not overstep your limitations. If in doubt, take the necessary precautions and refer the patient to your preceptor.
9. Be familiar with event and practice procedures and carry out the duties with efficiency.

10. The athletic training facility should not be left open and unattended. The ATS cannot provide patient care unless under the direct supervision of a preceptor.
11. Be familiar with all policies and procedures of each clinical site and sport. Enforce all rules to the best of your ability. These are discussed throughout this Handbook.
12. Mentor and supervise high school athletic training student aides during high school rotations and undergraduate students during Texas A&M rotations.

Professional Appearance

Athletic training is a health care profession, and as such, athletic trainers should look clean, neat and professional at all times. Clothing, accessories and hairstyles should not be extreme in style, distracting to others, or detract from a professional appearance.

1. All athletic training students must practice good hygiene. Hands and fingernails should be kept clean; fingernails should be kept relatively short (less than ¼ inch in length) so that bacteria cannot remain under the nails and manual therapy can be conducted safely and effectively. For infection control reasons, artificial nails are prohibited.
2. Hair should be kept clean, neat and out of the way. Hair should not come into contact with a patient. Men will be expected to keep any facial hair neat and trimmed.
3. Make-up, perfume and cologne should be used with discretion.
4. Long jewelry (e.g., long necklaces, dangling earrings, etc.) that may interfere with patient care or become caught in therapeutic equipment should not be worn.
5. Jewelry may not be worn in any visible body piercing with the exception of up to two earrings worn in the ear lobe.
6. Every effort should be made to cover tattoos or body art regardless of size or placement on one's body.

Dress Code

The following guidelines reflect the minimum standards of dress for the MSAT program. Some clinical sites may require a more formal dress code or have additional guidelines. When in doubt, refer to your site specific preceptor.

Name Tags:

Name tags **are required** during clinical rotations in order to distinguish students from professionals.

Clothing Purchase:

Depending on the clinical site, students may be provided site specific clothing to wear. The MSAT program will provide each student with a program polo shirt. However, since not all clinical sites provide clothing, MSAT logo clothing will be available for student purchase annually through an online catalog with group pricing. Additionally, there may be donated items from previous students available.

Athletic Practices/Daily Wear Clothing:

1. Students must wear polo, T-shirt, or sweat shirt with a site specific name (e.g., Rudder H.S., A&M Soccer, CHI St. Joseph's, etc.), MSAT logo, or Texas A&M logo apparel.
2. Solid color pants (khaki, black, and gray). Athletic pants may be worn but not cotton sweat pants.
3. Solid color shorts (khaki, black, and gray). The bottom of the legs of shorts should be at or below the point where the finger tips touch the thigh while standing normally and allow for adequate coverage while performing all athletic training tasks. Athletic shorts are fine for practices as long as they are an appropriate length and color. Any stripes or piping should be subtle.
4. Closed-toe, comfortable, athletic shoes should be worn at all times. Shoes of the team sponsoring brand are preferred and may be required. For contractual purposes, students may be required to cover logos of non-sponsoring brands.

Athletic Events:

1. For most events, students will wear a polo shirt with proper logo, solid colored pants or professional shorts, and closed toed shoes.
2. For some indoor events, students should be prepared to wear appropriate professional dress clothes. Professional dress clothes should be functional and appropriate to the event and still allow student to perform all athletic training duties and emergency procedures. Shoes should still be closed toed and comfortable. If heels are worn, they should be no more than 2" and soft soled to protect indoor flooring. If ties are worn, tie tacks should be used so the tie does not interfere with patient care. You should check with your preceptor to confirm.

Outdoor and Inclement Weather Clothing:

1. Coats and rain gear may need to be worn during inclement weather. If MSAT or site specific logo apparel is not available, other outer wear may be worn as long as there is a shirt with proper logo worn under.
2. Hats may be worn for outdoor activities only, but they should be site specific, Texas A&M University logo, or plain.

Traveling with Teams and Attending Social Events:

1. When traveling with teams or attending social events (banquets, movies, group outings, etc.), you are always expected to dress in a presentable manner consistent with professional dress. This may mean dressing in a business formal (suits) or business casual manner (slacks and collared shirts or polos). However, if no dress code exists for the athletic team, athletic training students should keep in mind they are representing Texas A&M University, the MSAT program, and the athletic training profession. Check with your preceptor if you are in doubt.

Hospital/Clinic Sites:

1. Students should wear solid colored pants, closed toed shoes, collared shirts and or adhere to the off campus site's dress code.

Surgical Observations:

1. Students will be provided with scrubs and shoe covers. Because it may be cold in the surgical suite, students may want to dress in layers under their scrubs.

Classroom and Lab:

1. Athletic training students should dress appropriately and conservatively for classes, and other academic experiences. You are always representing yourself and the MSAT program, and should dress accordingly.
2. For laboratories, appropriate dress includes the following: exercise shorts (wearing short tights/slider shorts underneath is acceptable), sport bras for women, men will need to remove shirts for torso and upper extremity injury evaluation unless other arrangements have been made with course instructor.

Professional Meetings (Conferences/Seminars/Lectures), Presentations and Interviews:

1. Proper dress for professional events, formal presentations (in class or at meetings) and job interviews is business professional (e.g., slacks, jacket and tie for men, equivalent for women) or business casual attire (e.g., slacks, collared shirt for men and equivalent for women).

Additional Dress Code Guidelines:

1. Shirts must be tucked in at all times unless designed to be worn outside the pants or shorts.
2. The following should not be worn:
 - a. Jeans (unless allowed by specific site in specific situations such as at Equestrian);
 - b. Cut-off or frayed pants and shorts;
 - c. Excessively baggy pants and shorts;
 - d. No low cut or excessively tight fitting clothing;
 - e. No clothing that exposes undergarments.
 - f. Tank tops, sports bras, and/or tights/leggings worn as outerwear;
 - g. Open-toed shoes, flip flops and sandals;
 - h. Clothing with holes, stains, etc.;
 - i. See-through clothing;
 - j. Vulgar apparel and other attire which negatively impacts professionalism;
 - k. Apparel promoting non-Texas A&M University athletics entities such as other universities, high schools, academic departments, fraternity organizations, corporations, and professional teams. **TEXAS A&M IS THE ONLY UNIVERSITY LOGO THAT CAN BE WORN;**
 - l. Clothing that displays the logos of one clinical site while serving at a different clinical site unless permitted by preceptor;
 - m. Students should not wear Texas A&M Athletic Training logo clothing while volunteering or employed by another organization or at any time the student is not acting as a representative of Texas A&M University Athletic Training (e.g., while on vacation, social events outside the program, bars, clubs, etc.).

Penalties for Dress Code Violations:

It is extremely important that all athletic training personnel (including students) dress and appear professional. Those athletic training students not acceptably attired will be

instructed to change into acceptable attire or will be asked to leave the athletic training facility without recording their clinical hours and an infraction report may be issued.

Injury Reporting and Documentation

All students are expected to maintain accurate and up-to-date patient documentation and become familiar with electronic medical documentation software used at clinical sites (e.g., SIMS, Rank One, NexTT, HealtheAthlete, etc.). Accurate record keeping is an important, often overlooked facet of athletic training. It is necessary to protect the patient and ourselves. Medical records on all current TAMU intercollegiate athletes are kept in the appropriate staff athletic trainer's office or on the computer. No medical file must leave the athletic training facility. Refer to preceptor for site specific procedures.

Treating Injuries by Athletic Training Students

Student-Athletes and Patients:

No athletic training student will begin or administer any treatment of any kind to a patient without first receiving approval and direction from their preceptor. At times, preceptors may give ATS standing orders to perform initial evaluation and management.

Application of Therapeutic Modalities:

Athletic training students must be under the direct supervision of a preceptor when using any therapeutic modality. A preceptor must approve all treatment protocols before the ATS applies the treatment. Students are encouraged to formulate clinical decisions and discuss them with their preceptor who may approve their application. All precautions and contraindications must be followed at all times. Proper operating instructions and safety protocols must be followed. If a modality is not working properly, please do not use it and report it to your preceptor immediately. When applying therapeutic modalities, students should give the patient a thorough explanation of the treatment procedure, including sensation(s), as well as additional patient education and expectations.

Self-Treatment or Treatment by Patients:

Patients are not allowed to perform self-treatment or treat other patients. With proper instruction and demonstration, patients should be able to perform certain self-therapies approved by the preceptor as well as home exercise and treatment programs.

Medication Policy for TAMU

1. Prescription medications are kept in the drug safe. These medications are not to be given out by anyone other than the physicians. However, at times the athletic trainers may keep a patient's prescription medication in the athletic training facility or AT kit for immediate use (e.g., Epipen, measured dose inhaler, etc.).

2. A limited supplies of various over-the-counter (OTC) medications are stocked in the AT room. OTC drugs should not be given out without the approval of your preceptor. When this does occur, the medication must be properly recorded. Write the patient's name, date, staff athletic trainers name, the medication and lot number, as well as your name/initials.
3. Care should be taken that all medications or supplements being taken by a patient should be safe and not restricted by the NCAA or the governing body of that sport.

Transportation of Patients to Medical Facilities

Occasionally, an AT student may be asked to transport patient(s) to medical facilities for an appointment. This is a volunteer experience and only students with a vehicle and with personal injury insurance on their car will be allowed to do so. However, usually these are educational experiences and will allow the ATS to interact with the physicians and other medical and allied health personnel. An ATS transporting an injured or ill patient is not under direct supervision by a preceptor; therefore, the patient must be deemed in stable condition by the preceptor. Approval must be granted by the preceptor for each occurrence.

Athletic Training Facility Duties

There are always things that need to be done in the athletic training facility even when there are no patients being treated. Below is a list of athletic training facility duties that is common to most facilities. However, the ATS should check with their preceptor for site specific tasks.

Daily Duties:

1. Clean whirlpool or spas
2. Straighten counter tops and clean cabinet(s)
3. Restock items on counter
4. Clean counter top(s) (disinfectant)
5. Clean treatment tables (disinfectant)
6. Clean taping tables
7. Restock taping tables or drawers
8. Roll wraps and fold towels
9. Restock elastic wraps
10. Fill ice cups in freezer
11. Straighten items in counter drawers
12. Restock items in counter drawers
13. Pick up trash
14. Laundry
15. Fill hot hydrocollator unit(s) with water
16. Clean coolers and,
17. Clean everything!

Practice and Event Procedures (General) (check with site/sport)

Practice Site

Choose an advantageous position on the field/court/track (close to the action but not in the way). Your eyes should always be kept on the action to witness mechanisms of injuries. You are not there to socialize but may at times discuss cases with your preceptor. Always carry CPR mask, scissors, gauze pads, bandaids, tape, gloves, etc. in your pockets or fanny pack. Do not stand in a group with other athletic training students - full field coverage is important. The proper equipment (athletic trainer's kit, ice, water, emergency bag, etc.) should be in the proper location and in good working order and fully stocked or replenished.

Game or Event Conduct

Be on time and dressed properly. Do not make critical comments in regard to an athlete's performance or an official's call. Only comments of a positive or encouraging nature should be made to an athlete. If there is a physical confrontation on the field (a fight breaks out), you should remain on the side-lines or in the dug-out. An ATS should never be involved in the altercation, but remain ready to render injury care after if needed.

Typical Duties for a Sport's Practice (check with site/sport)

Pre-Practice Preparation

1. Be appropriately dressed.
2. Be present in sufficient time to care for all athletes and ready necessary equipment. (check with preceptor)
3. A preceptor's request for help from an AT student supersedes any other duties that were being performed.
4. Prepare the field or practice/event site.

Practice Coverage

1. Students are expected to be present for all assigned practices and events during their clinical rotation.
2. Set-up equipment at usual working area.
3. Be attentive and alert to coach's requests and the needs of the athletes. Students are not there to perform managerial tasks that will take them away from caring for the student-athlete or learning athletic training skills, however, you should be willing to help out as needed.
4. Refill the fluid containers as needed.
5. Record all appropriate information necessary for the daily injury report.
6. In case of an emergency, refer to the venue specific emergency action plan.

7. Observe practice at all times. Attention to the activity means that you should not be studying, talking, or on your phone unless you are working with your preceptor on competencies.

Post-Practice Clean Up

1. Return to the athletic training facility as quickly as possible once practice is completed and field has been broken down.
2. Be available for follow-up treatments on athletes after they have showered. Just because practice is over, doesn't mean that the AT students are finished.
3. Thoroughly clean all containers and other dirty items.
4. Record treatments and injuries of the day.
5. Restock athletic training kit.
6. Never leave an athlete/patient being treated alone in the athletic training facility
7. Students should only leave for the day after they have checked with their preceptors and made sure that all responsibilities have been completed.

Travel Experience

Due to limited space available on trips and financial constraints, you may not always have the opportunity to travel. Your preceptor will give you prior notice as to what trips are possibilities. Not all teams travel athletic training students and only students who can contribute to the care of the student-athletes will be asked to travel.

When traveling to Houston, Dallas, Austin, or Waco you may be given the opportunity to drive your own vehicle. Upon doing so, you assume liability and responsibility. You may not drive a university/rental vehicle with athletes and/or staff as passengers. We do not want you to assume liability should an accident occur.

The use of drugs, tobacco products and alcoholic beverages while on a trip are prohibited.

Slocum Nutrition Center

MSAT students assigned to a clinical rotation with Texas A&M University are allowed a limited number of free meals at the Slocum Nutrition Center located in Bright Football Complex. Students are expected to abide by all center usage policies and procedures.

Office and Phone Usage

Your preceptor's office is not to be used as a personal lounge. Nor is it to be used for homework or studying unless given permission. You should not be in staff offices when they are not present or without their permission (i.e. knock before entering).

The facility phone is only to be used by permission from a preceptor. **No Exceptions.** When answering the phone, remember the athletic training facility is a medical facility. Please answer, “Athletic training facility (or services). This is (your name) speaking. How may I help you?” Make sure to take an accurate message, including: name (check the spelling), phone number, business, time of call, and your name in case there are any questions. Repeat the message back to the caller for confirmation. Provide the message to the recipient privately.

Electronic Device Usage

Cell Phones:

Students are not allowed to bring cell phones (other IM devices) to clinical rotations unless given permission by faculty or preceptors. However, if students have them during these times, they must be turned off and **not utilized during class or clinicals**. The only exception to this policy would be if it were an emergency situation (i.e., EMS, family emergency) or a student needs for a family member to be able to contact them due to injury or illness. The student must request permission from their instructor or preceptor beforehand and during class they should step out into the hallway to take the call. These devices are to be turned off and put away before entering the classroom. Students who misuse these items will receive disciplinary action which could result in loss of class points or an infraction report filed.

Lap Tops/Notebooks/Tablets:

Students are allowed to have lap tops/notebooks/tablets in athletic training classes for purposes of note taking or approved class activities. Students should not be on the internet, social media, checking emails, etc. during class as this is considered disrespectful to the course instructor and fellow students and is considered a distraction. Additionally, there is increasing evidence to suggest that taking notes “the old fashioned way” actually helps students to remember and retain the information better than with electronic devices.

Disciplinary Policy and Procedures

Texas A&M University and the faculty of the MSAT program hold athletic training students

to a very high standard of ethical and professional behavior that reflects positively on the university, program, profession, and individual. However, a student may be found to have committed a disciplinary offense based on the criteria below.

Criteria for Disciplinary Action

There are several situations that may arise that could warrant a disciplinary action. The following is a sample list of criteria for disciplinary action:

- Unexcused tardiness or absence for clinical assignment and or other MSAT activity
- Insubordination or defiance
- Unprofessional behavior
- Breach of duty

- Dress code violations
- Disrespectful behavior or language
- Failure to meet assigned deadlines
- Theft, vandalism, substance abuse, and/or other criminal misconduct, charges or convictions
- Sexual harassment
- Inappropriate relationship
- Falsifying hour logs or other records
- Conduct unbecoming of an athletic training student
- Confidentiality, HIPPA or FERPA violations
- Violation of clinical site regulations, policies, and procedures
- Violation of NATA Code of Ethics and/or Texas A&M Honor Code
- Use of mind-altering drugs and/or alcohol while representing Texas A&M or the MSAT Program (during classes, clinical assignments, conferences, workshops, etc.).
- Other actions as determined by the MSAT faculty, preceptors, or as specified in MSAT program or clinical site specific policies and procedures

Disciplinary Action

In the event that an athletic training student commits any of the above mentioned offenses or any other offense(s) as determined by a faculty or preceptor they may be disciplined with one or more of the following actions:

- Verbal Warning – 1st time ONLY
- Written Disciplinary Incident Report Form – this is REQUIRED for each instance after the first Verbal warning (see Appendix). Students are allowed a maximum of 3 disciplinary incident reports on the same behavior (in most cases) before they are placed on probation, suspended or dismissed from the MSAT program.
- Notation in student's program file.
- Scheduled meeting with the Preceptor, CCE, and/or PD
- Student must meet with PD and/or CCE to review, sign and discuss their MSAT program performance agreement.
- A copy of the letter is forwarded to the KNSM Graduate Studies Chair and placed in the student's program file.
- A copy of the letter is also forwarded to the student's preceptor for the semester during which the student is on probation.
- If the student does not improve after a semester of probation, they will be dismissed from the MSAT program.
- Decreased clinical education course grade or evaluation
- Other disciplinary actions as deemed appropriate by the disciplinary committee

The severity of the disciplinary action depends on the severity of the offense. The length of penalty is determined by a committee consisting of the faculty or preceptor involved in the situation, another MSAT faculty member, and the Program Director. Disciplinary actions are documented using the Infraction Report Form (see Appendix). An MSAT student may appeal any decision.

Appendix I

MSAT Master Assessment Plan

Master of Science in Athletic Training (MSAT) Comprehensive Master Assessment Plan

The Master of Science in Athletic Training Program (MSAT) uses various assessment tools to evaluate the quality of individual courses and instructors, the quality of the clinical experiences and clinical affiliations, the performance of each student following each clinical rotation, and the satisfaction with the education provided by our recent graduates and their employers.

The Comprehensive Master Assessment Plan is divided into Student Learning, Quality of Instruction and Program Effectiveness. Some assessment tools are utilized to assess multiple areas in order to evaluate the quality of individual courses and instructors, the quality of the clinical experiences and clinical affiliations, the performance of each student following each clinical rotation, and the satisfaction with the education provided by our recent graduates and alumni. We also track our students' pass rate on the Board of Certification (BOC) examination, their job/graduate school placement rate, and the graduation rate.

Evaluation of Learning Outcomes

Student evaluations provide a mechanism to identify strengths and weaknesses in the academic preparation of the student and reflect the quality of the overall program. Comments on all evaluation forms are strongly encouraged in order to provide both objective and subjective feedback. Students are evaluated as part of the academic courses using a variety of assessment tools {written and oral/practical exams, research papers, presentations, projects (group and individual), assignments, course grades, etc.}. The assessment method used is specific to the individual course. The following are the evaluation tools, other than those utilized in the didactic or lab courses, which are utilized to assess the student.

1. AT-MAP (Athletic Training-Mastery and Assessment of Proficiencies) - students are evaluated by their preceptors on the Clinical Integrated Proficiencies (CIPs) as part of the clinical education courses (ATTR 652, 653, 655 and 656). Preceptors input scores on AT-MAP Master Score Sheets. Students must score 4/4 (student has met entry-level requirement) or 3/4 (student needs experience but meets entry-level requirement) initially or during retake for all critical elements for each CIP during the semester the proficiency is assigned. At the end of each semester, the Clinical Education Coordinator (CEC) analyzes the results to ensure that this requirement has been met and that students can move on to the next course in the series.

2. Evaluation of Student's Clinical Experience Performance - each student in the middle and at the end of his/her full semester clinical rotation is evaluated by the preceptor using the online form available on eValue. Students are evaluated on their progress in all areas of athletic training including skill acquisition, professionalism, communication, work ethic and clinical judgment. A student's performance, in the content areas of athletic training, is evaluated based on the student's semester in the program. Students are not compared to each other but to the expectations of their program level. Midterm evaluations are utilized to provide students constructive feedback. Scores from midterm evaluations are not calculated into their clinical course grade, but scores from the final evaluation of student clinical experience performance each semester are calculated into the grade for the clinical education courses offered during fall and spring semesters (ATTR 652, 653, 655, 656). Before the evaluations are submitted, the preceptor will meet with the student to review the evaluation and have the student digitally sign the evaluation which is reviewed by the PD and the CEC who will then use the scores toward the clinical education course grade evaluation. Students must receive a score of 75% or higher on the final evaluation of clinical experience performance in order to have those scores calculated into the point total for the clinical education course. Students must receive a 'C' or higher in clinical education courses in order to take the next course in the series.

Scores for ethics, clinical judgment/problem solving, and communication are analyzed specifically to determine the extent to which the program is meeting its goals and objectives in these areas.

3. Course specific assignments/projects/exams/presentations, etc. – specific courses and measurements are analyzed to determine the extent to which specific program goals and objectives are met.

- i. ATTR 656 – clinical reflection journal
- ii. ATTR 656 – oral/practical examination (cumulative)
- iii. ATTR 668 – systematic review oral presentation
- iv. ATTR 668 – systemic review manuscript
- v. ATTR 672 – current issues oral presentation
- vi. ATTR 681 – CITI training certificate

Student exams are maintained in the program director's office and are used for student review material in ATTR 672 for BOC preparation.

4. Comprehensive Review Exams - students take a comprehensive review exam in ATTR 655 at the beginning of their second year in the program in order to assess their overall athletic training knowledge after the first year of the program. The results of this exam are analyzed to determine individual student progression

5. 5 Domain Exams – in ATTR 672, students take 5 domain specific exams at the beginning of spring semester during the second year of the program to assess their overall athletic training knowledge and to prepare for the BOC exam.

5. MSAT Program and Self-Evaluation – At the end of each academic year, students evaluate the entire MSAT Program using the Annual MSAT Program and Self Evaluation form which is specific to first year and second-year students. The self-assessment portion of the evaluation is used for students to reflect on their knowledge and skills to assess student learning in all content areas of athletic training. The results of the self-assessment are analyzed specific to the content area and compared with other outcomes such as student exam grades, course grades, CIP results, etc.

6. BOC Passing Rates - the program director receives the passing rates from the BOC for program graduates. For analysis of student learning, the PD analyzes the score received in each domain as well as the overall pass rate results.

7. MSAT Alumni Survey – A year after completing the MSAT program, graduates are asked to evaluate the MSAT program. The education summary portion of the survey is used to assess self-perceived student learning and level of job benefit. Graduates are also asked to provide job placement information and date of hire.

8. MSAT Employer Questionnaire – A year after completing the MSAT program, employers of graduates from the MSAT program are asked to evaluate the program in reference to the success of the MSAT alumni. The domain-specific performance rating scale is used to assess student learning and job-related performance.

Evaluation of Quality of Instruction

The quality of instruction is evaluated primarily by students during end of semester course evaluations which are managed by the university. Students also evaluate their preceptors at the end of each full semester rotation. Evaluations submitted by students are anonymous. The PD or CEC are able to determine if a student has submitted the required evaluations, but they are not able to link a specific evaluation submitted with a specific student. Additionally, preceptors are not able to view the submitted evaluations completed by students until a minimum of 3 evaluations have been

submitted in order to maintain the anonymity of students. Instead, an end of year report is created by the PD and a summary of all preceptor results are provided to the preceptor at the end of year meetings. At this time, preceptors are asked for their feedback and suggestions for improvement. The following are the evaluation tools that are utilized to assess quality of instruction. Additionally, the program gains knowledge of the quality of instruction by analyzing retention, graduation and BOC pass rates.

1. Faculty/Course Evaluations – at the end of each course at Texas A&M University, students complete a Faculty Course Evaluation. The results of these evaluations are submitted by the faculty member to the program director. Results are also reviewed by the head of the KNSM Department, the associated Division Chair as well as the A1 faculty merit committees. Faculty members are expected to maintain a score of 4/5 or higher. If this is not done, a mentoring process is instituted and resources of the Center for Teaching Excellence are utilized.

1. Evaluation of Preceptor– AT students evaluate their preceptor at the end of each semester using the Preceptor Evaluation form on eValue. Preceptors are expected to maintain an average rating of 4/5. If this is not done, the CEC establishes an improvement plan and mentors the preceptor in the achievement of satisfactory ratings.

2. Evaluation of Facility by Student – AT students evaluate the clinical facility at the end of each full semester clinical rotation using the Clinical Site Evaluation form on eValue. Clinical facilities are expected to maintain an average rating of 4/5. Any sites that do not meet this standard are informed of the concern and supported in making improvements. If improvements are not or cannot be made, the clinical site would be dropped.

3. Evaluation of Facility by Program – The CEC conducts an on-site evaluation of each clinical site on a planned annual basis utilizing a facility evaluation form to document compliance. Any sites that are found to be deficient are informed of the violation and supported in making improvements. If improvements are not or cannot be made, the clinical site would be dropped.

Evaluation of Program Effectiveness

1. At the end of spring semester of their final year in the program, students complete the MSAT Program and Self-Evaluation survey.
2. Approximately, one year following graduation, we send each graduate the MSAT Alumni Survey to complete.
3. Approximately, one year following graduation, we send employers the MSAT Employer Questionnaire to complete.
4. We track our retention/attrition, graduation and employment rates.
We report our overall BOC pass rates including a three year aggregate for first time pass rates.

Appendix II

Foundational Behaviors of Professional Practice

Primacy of the Patient

- ♦ Recognize sources of conflict of interest that can impact the client's/patient's health.
- ♦ Know and apply the commonly accepted standards for patient confidentiality.
- ♦ Provide the best healthcare available for the client/patient.
- ♦ Advocate for the needs of the client/patient.

Team Approach to Practice

- ♦ Recognize the unique skills and abilities of other healthcare professionals.
- ♦ Understand the scope of practice of other healthcare professionals.
- ♦ Execute duties within the identified scope of practice for athletic trainers.
- ♦ Include the patient (and family, where appropriate) in the decision-making process.
- ♦ Work with others in effecting positive patient outcomes.

Legal Practice

- ♦ Practice athletic training in a legally competent manner.
- ♦ Identify and conform to the laws that govern athletic training.
- ♦ Consequences of violating the laws that govern athletic training.

Ethical Practice

- ♦ Comply with the NATA's *Code of Ethics* and the BOC's *Standards of Professional Practice*.
- ♦ Understand the consequences of violating the NATA's *Code of Ethics* and BOC's *Standards of Professional Practice*.
- ♦ Comply with other codes of ethics, as applicable.

Advancing Knowledge

- ♦ Critically examine the body of knowledge in athletic training and related fields.
- ♦ Use evidence-based practice as a foundation for the delivery of care.

- ♦ Appreciate the connection between continuing education and the improvement of athletic training practice.
- ♦ Promote the value of research and scholarship in athletic training.
- ♦ Disseminate new knowledge in athletic training to fellow athletic trainers, clients/patients, other healthcare professionals, and others as necessary.

Cultural Competence

- ♦ Demonstrate awareness of the impact that clients'/patients' cultural differences have on their attitudes and behaviors toward healthcare.
- ♦ Demonstrate knowledge, attitudes, behaviors, and skills necessary to achieve optimal health outcomes for diverse patient populations.
- ♦ Work respectfully and effectively with diverse populations and in a diverse work environment.

Professionalism

- ♦ Advocate for the profession.
- ♦ Demonstrate honesty and integrity.
- ♦ Exhibit compassion and empathy.
- ♦ Demonstrate effective interpersonal communication skills.

Appendix III

Student and Professional Organizations

I. Aggie Athletic Trainers' Association (AATA)

The Aggie Athletic Trainers' Association (AATA) began in September, 1991. AATA is a special interest organization. The purpose of this group is to subject students to information pertinent in the field of athletic training. Membership is made up of Aggie undergraduate student athletic trainers, graduate athletic training students, and the general student population interested in the profession of athletic training. AATA typically holds a meeting once a month during the spring and fall semesters. At each meeting a guest speaker relates their field to the realm of sports medicine or other activities may be scheduled. Along with annual dues, the club holds a fundraiser and accepts donations. AATA provides many benefits for those who are interested in learning more about the career of Athletic Training.

II. NATA, SWATA, TSATA

Every ATS is required to become a member of the National Athletic Trainers' Association (NATA) for District 6 which will also pay your dues as a member of the Texas State Athletic Trainers' Association (TSATA). The NATA is the national organization dedicated to the advancement, encouragement, and improvement of the athletic training profession. Membership empowers athletic trainers with the resources that they need to provide superior health care to the physically active and ensure their own continued growth and success as sports health care practitioners. As a student member you will have access to journals, blogs, eblasts, newsletters and other resources utilized in the MSAT program. Student members also receive a reduction in the cost of the BOC examination.

Students are a critical part of ensuring the current and progressive provision of Athletic Training services in the changing health care systems. Students have the opportunity for participation in on-going educational opportunities such as grand-rounds, in-services, state, district and national meetings and conferences and publications. Throughout the year, there are also student symposiums or workshops for students to attend. Please watch for communications from the Program Director regarding such opportunities.

Websites: Professional Memberships (NATA, SWATA, TSATA)

1. National Athletic Trainers' Association (NATA).
<http://www.nata.org>
2. Southwest Athletic Trainers' Association (SWATA) – District 6.
<http://www.swata.org>
3. Texas State Athletic Trainers' Association (TSATA).
<http://www.tsata.org>
4. Commission on Accreditation of Athletic Training Education (CAATE).
<http://www.caate.net>
5. NATA Research and Education Foundation (NATAREF).
<http://www.natafoundation.org/>
6. Board of Certification (BOC).
<http://www.bocatc.org>
7. Texas Advisory Board of Athletic Trainers.
<https://www.tdlr.texas.gov/at/at.htm>

Appendix IV

NATA Code of Ethics

NATA Code of Ethics

September 2005, Revised 2016

Preamble

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

1. MEMBERS SHALL PRACTICE WITH COMPASSION, RESPECTING THE RIGHTS, WELFARE, AND DIGNITY OF OTHERS

1.1 Members shall render quality patient care regardless of the patient's race, religion, age, sex, ethnic or national origin, disability, health status, socioeconomic status, sexual orientation, or gender identity.

1.2. Member's duty to the patient is the first concern, and therefore members are obligated to place the welfare and long-term well-being of their patient above other groups and their own self-interest, to provide competent care in all decisions, and advocate for the best medical interest and safety of their patient at all times as delineated by professional statements and best practices.

1.3. Members shall preserve the confidentiality of privileged information and shall not release or otherwise publish in any form, including social media, such information to a third party not involved in the patient's care without a release unless required by law.

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

2.1. Members shall comply with applicable local, state, federal laws, and any state athletic training practice acts.

2.2. Members shall understand and uphold all NATA Standards and the Code of Ethics.

2.3. Members shall refrain from, and report illegal or unethical practices related to athletic training.

2.4. Members shall cooperate in ethics investigations by the NATA, state professional licensing/regulatory boards, or other professional agencies governing the athletic training profession. Failure to fully cooperate in an ethics investigation is an ethical violation.

2.5. Members must not file, or encourage others to file, a frivolous ethics complaint with any organization or entity governing the athletic training profession such that the complaint is unfounded or willfully ignore facts that would disprove the allegation(s) in the complaint.

2.6. Members shall refrain from substance and alcohol abuse. For any member involved in an ethics proceeding with NATA and who, as part of that proceeding is seeking rehabilitation for substance or alcohol dependency, documentation of the completion of rehabilitation must be provided to the NATA Committee on Professional Ethics as a requisite to complete a NATA membership reinstatement or suspension process.

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

3.1. Members shall not misrepresent, either directly or indirectly, their skills, training, professional credentials, identity, or services.

3.2. Members shall provide only those services for which they are qualified through education or experience and which are allowed by the applicable state athletic training practice acts and other applicable regulations for athletic trainers.

3.3. Members shall provide services, make referrals, and seek compensation only for those services that are necessary and are in the best interest of the patient as delineated by professional statements and best practices.

3.4. Members shall recognize the need for continuing education and participate in educational activities that enhance their skills and knowledge and shall complete such educational requirements necessary to continue to qualify as athletic trainers under the applicable state athletic training practice acts.

3.5. Members shall educate those whom they supervise in the practice of athletic training about the Code of Ethics and stress the importance of adherence.

3.6. Members who are researchers or educators must maintain and promote ethical conduct in research and educational activities.

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

4.1. Members should conduct themselves personally and professionally in a manner that does not compromise their professional responsibilities or the practice of athletic training.

4.2. All NATA members, whether current or past, shall not use the NATA logo in the endorsement of products or services, or exploit their affiliation with the NATA in a manner that reflects badly upon the profession.

4.3. Members shall not place financial gain above the patient's welfare and shall not participate in any arrangement that exploits the patient.

4.4. Members shall not, through direct or indirect means, use information obtained in the course of the practice of athletic training to try and influence the score or outcome of an athletic event, or attempt to induce financial gain through gambling.

4.5. Members shall not provide or publish false or misleading information, photography, or any other communications in any media format, including on any social media platform, related to athletic training that negatively reflects the profession, other members of the NATA, NATA officers, and the NATA office.

Appendix V

Standards of Professional Practice

BOC Standards of Professional Practice

Version 3.1, Implemented January 1, 2018

Introduction

The mission of the Board of Certification Inc. (BOC) is to provide exceptional credentialing programs for healthcare professionals. The BOC has been responsible for the certification of Athletic Trainers since 1969. Upon its inception, the BOC was a division of the professional membership organization the National Athletic Trainers' Association. However, in 1989, the BOC became an independent non-profit corporation.

Accordingly, the BOC provides a certification program for the entry-level Athletic Trainer that confers the ATC® credential and establishes requirements for maintaining status as a Certified Athletic Trainer (to be referred to as "Athletic Trainer" from this point forward). A nine member Board of Directors governs the BOC. There are six Athletic Trainer Directors, one Physician Director, one Public Director and one Corporate/Educational Director.

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

The BOC is the only accredited certification program for Athletic Trainers in the United States. Every 5 years, the BOC must undergo review and re-accreditation by the National Commission for Certifying Agencies (NCCA). The NCCA is the accreditation body of the Institute of Credentialing Excellence.

The BOC Standards of Professional Practice consists of two sections:

I. Practice Standards

II. Code of Professional Responsibility

Preamble

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

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

I. Practice Standards

Standard 1. Direction

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

Standard 2. Prevention

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

Standard 3. Immediate Care

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

Standard 4. Examination, Assessment and Diagnosis

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

Standard 5. Therapeutic Intervention

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

Standard 6. Program Discontinuation

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

Standard 7. Organization and Administration

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

II. Code of Professional Responsibility**Preamble**

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

Code 1: Patient Care Responsibilities

The Athletic Trainer or applicant:

1.1 Renders quality patient care regardless of the patient's age, gender, race, religion, disability, sexual orientation, or any other characteristic protected by law

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

Code 2. Patient Care Responsibilities

The Athletic Trainer or applicant:

- 2.1 Engages in lifelong, professional and continuing educational activities to promote continued competence
- 2.2 Complies with the most current BOC recertification policies and requirements

Code 3. Professional Responsibility

The Athletic Trainer or applicant:

- 3.1 Practices in accordance with the most current BOC Practice Standards
- 3.2 Practices in accordance with applicable local, state and/or federal rules, requirements, regulations and/or laws related to the practice of athletic training
- 3.3 Practices in collaboration and cooperation with others involved in a patient's care when warranted; respecting the expertise and medico-legal responsibility of all parties
- 3.4 Provides athletic training services only when there is a reasonable expectation that an individual will benefit from such services
- 3.5 Does not misrepresent in any manner, either directly or indirectly, their skills, training, professional credentials, identity or services or the skills, training, credentials, identity or services of athletic training
 - 3.5.1 Provides only those services for which they are prepared and permitted to perform by applicable local, state and/or federal rules, requirements, regulations and/or laws related to the practice of athletic training
- 3.6 Does not guarantee the results of any athletic training service
- 3.7 Complies with all BOC exam eligibility requirements
- 3.8 Ensures that any information provided to the BOC in connection with exam eligibility, certification recertification or reinstatement including but not limited to, exam applications, reinstatement applications or continuing education forms, is accurate and truthful

3.9 Does not possess, use, copy, access, distribute or discuss certification exams, self-assessment and practice exams, score reports, answer sheets, certificates, certificant or applicant files, documents or other materials without proper authorization

3.10 Takes no action that leads, or may lead, to the conviction, plea of guilty or plea of nolo contendere (no contest) to any felony or to a misdemeanor related to public health, patient care, athletics or education; this includes, but is not limited to: rape; sexual abuse or misconduct; actual or threatened use of violence; the prohibited sale or distribution of controlled substances, or the possession with intent to distribute controlled substances; or improper influence of the outcome or score of an athletic contest or event

3.11 Reports any suspected or known violation of applicable local, state and/or federal rules, requirements, regulations and/or laws by him/herself and/or by another Athletic Trainer that is related to the practice of athletic training

3.12 Reports any criminal convictions (with the exception of misdemeanor traffic offenses or traffic ordinance violations that do not involve the use of alcohol or drugs) and/or professional suspension, discipline or sanction received by him/herself or by another Athletic Trainer that is related to athletic training

3.13 Cooperates with BOC investigations into alleged illegal or unethical activities. Cooperation includes, but is not limited to, providing candid, honest and timely responses to requests for information

3.14 Complies with all confidentiality and disclosure requirements of the BOC and existing law

3.15 Does not endorse or advertise products or services with the use of, or by reference to, the BOC name without proper authorization

3.16 Complies with all conditions and requirements arising from certification restrictions or disciplinary actions taken by the BOC, including, but not limited to, conditions and requirements contained in decision letters and consent agreements entered into pursuant to

Code 4. Research

The Athletic Trainer or applicant who engages in research:

4.1 Conducts research according to accepted ethical research and reporting standards established by public law, institutional procedures and/or the health professions

4.2 Protects the human rights and well-being of research participants

4.3 Conducts research activities intended to improve knowledge, practice, education, outcomes and/or public policy relative to the organization and administration of health systems and/or healthcare delivery

Code 5. Social Responsibility

The Athletic Trainer or applicant:

5.1 Strives to serve the profession and the community in a manner that benefits society at large

5.2 Advocates for appropriate health care to address societal health needs and goals

Code 6: Business Practices

The Athletic Trainer or applicant:

6.1 Does not participate in deceptive or fraudulent business practices

6.2 Seeks remuneration only for those services rendered or supervised by an AT; does not charge for services not rendered

6.2.1 Provides documentation to support recorded charges

- 6.2.2 Ensures all fees are commensurate with services rendered
- 6.3 Maintains adequate and customary professional liability insurance
- 6.4 Acknowledges and mitigates conflicts of interest

Appendix VI

Technical Standards for Athletic Training Students

TEXAS A&M UNIVERSITY MASTER OF SCIENCE IN ATHLETIC TRAINING PROGRAM TECHNICAL STANDARDS FOR ADMISSION

The Master of Science in Athletic Training (MSAT) program at Texas A&M University is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the MSAT program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program's accrediting agency [Commission on Accreditation of Athletic Training Education (CAATE)]. All students admitted to the MSAT program must meet the following abilities and expectations. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted and or allowed to continue the program.

Compliance with the program's technical standards does not guarantee a student's eligibility for the Board of Certification (BOC) examination for athletic training or the State of Texas licensing examination for athletic training.

Candidates for selection to the MSAT program must demonstrate:

1. the mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm.
2. sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients.
3. the ability to complete physically demanding duties such as:
 - transporting injured athletes from the field;
 - carrying heavy water containers and equipment (50 lbs.);
 - running across an uneven playing surface in a reasonable amount of time to care for emergency situations;
 - performing CPR and other emergency management procedures.
4. the ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively. Students must be able to understand and communicate in the English language at a level consistent with competent professional practice.
5. the ability to record the physical examination results and a treatment plan clearly and accurately.
6. the capacity to maintain composure and continue to function well during periods of high stress.
7. the perseverance, diligence and commitment to complete the athletic training education program as outlined and sequenced.
8. flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.
9. affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

Candidates for selection to the MSAT program will be required to verify they understand and meet these technical standards or that they believe that, with certain accommodations, they can meet the standards. The Department of Disability Services at Texas A&M University will evaluate a student who states he/she could meet the program's technical standards with accommodation and confirm that the stated condition qualifies as a disability under applicable laws. If a student states he/she can meet the technical standards with accommodation, then the University will determine whether it agrees that the student can meet the technical standards with reasonable accommodation; this includes a review of whether the accommodations requested are reasonable, taking into account whether accommodation would jeopardize clinician/patient safety, or the athletic training education process of the student or the institution, including all coursework, clinical experiences, practicums, and internships deemed essential to graduation.

Option I: Without Accommodation

I certify that I have read and understand the technical standards for selection listed above, and I believe to the best of my knowledge that I meet each of these standards **without accommodation**. I understand that if I am unable to meet these standards I will not be admitted into the MSAT program and or be allowed to continue in the program.

Name of Applicant (please print)

Date

Signature of Applicant

Date**Option II: With Accommodation**

I certify that I have read and understand the technical standards of selection listed above and I believe to the best of my knowledge that I can meet each of these standards **with certain accommodations**. I will contact the Department of Disability Services at Texas A&M University to determine what accommodations may be available. I understand that if I am unable to meet these standards with or without accommodations, I will not be admitted into the MSAT program and or be allowed to continue in the program.

Name of Applicant (please print)

Date

Signature of Applicant

Date

Appendix VII

Infection Control and Bloodborne Pathogens

General Infection Control Policy

The purpose of this infection control policy is to establish and implement procedures relating to the control of disease hazards to which those working in the athletic training field may be exposed. While no guarantee exists that infection will be eliminated, the prudent adherence to these procedures should protect those individuals providing health care to patients.

Identification of Exposure Category

A. Risks/Tasks

1. Illness/Injury Management
 - a. CPR
 - b. Mouth-mouth resuscitation
 - c. Open Wounds
 - d. Compound fractures/dislocations
 - e. Blister care
 - f. Epistaxis/emesis
2. Environmental Management
 - a. Soiled linen/uniforms
 - b. Tables/countertops
 - c. Mats
 - d. Whirlpool
 - e. Disposal of biohazard bag/needles

Universal Precautions

- A. Blood and body fluids are considered potentially infectious. Prudent practices should be followed routinely.
 1. When the possibility of exposure to blood or other fluids exists, appropriate barrier precautions to prevent skin and mucous membrane exposure should be followed. SURGICAL GLOVES should be worn for touching blood and body fluids or non-intact skin and for handling surfaces soiled with blood or body fluids. Gloves should be changed after contact with each patient, turned inside out and properly disposed of in a biohazard container.
 2. Hands and other skin surfaces should be washed immediately and thoroughly if contaminated with blood or body fluids. Hands should be washed after removal of gloves.
 3. Sharp items should be considered potentially infectious and handled with extreme care. After use, syringes, needles, scalpel blades should be placed in sharp's box and not bent or broken by hand.
 4. To minimize infection potential from saliva, mouthpieces, resuscitation bags, and mouth-mouth ventilation devices should be used. Proper disposal and clean-up procedures should be followed including the washing of hands.

5. Healthcare providers, who have lesions, open weeping dermatitis and other potential infectious skin conditions should refrain from direct patient care and/or wear proper protective barriers.

Bio-Hazardous Waste Management

A red bio-hazardous trash bag should be placed in a covered container located in each athletic training facility. On the field a red bag should be found in each medical kit. Contaminated materials containing blood, exudates, secretions, body fluids or other infectious materials shall be placed in this bag. Grossly soaked towels will also be discarded. A staff member seals and delivers the bags to the Health Center for incineration at the local hospital.

Environmental Control

Towels that have been used and are stained with blood or body fluids should be sprayed first with Nonoxynol-9 and placed in a laundry bag. Laundering should be done in hot water with bleach if necessary. Care should be taken if the bag becomes bloody.

All tabletops, countertops and mats having spilled blood or body fluids should be cleaned with a 1:3 bleach to water solution or Nonoxynol-9. Surfaces should be left to dry.

Education and Training

Those persons at risk, athletic trainers, athletic training students and managers should be aware of the modes of transmission of the infectious pathogens. Risk-tasks should be defined, proper protective equipment stored or supplied, and safe handling of contaminated materials understood. A copy of this infection control policy shall be distributed to each athletic training student and the opportunity given to discuss it.

Post-Exposure Evaluation and Follow-Up

If an employee or student experiences an occupational exposure to blood or OPIM, he/she is responsible for reporting the incident to his/her supervisor; the supervisor must complete an Incident Form and notify the Environment Health and Safety Department or Risk Management Department, depending on whether employee or student is at TAMU, or at an off-campus athletic training affiliate. You can view the full TAMU Bloodborne Pathogens Exposure Control Plan at <http://rcb.tamu.edu/bohp/resourceinfo/bloodborne-exposure-control-plan>.

General Blood-Borne Pathogens Guidelines

Athletic Participation: Decisions regarding the participation of patients infected with blood-borne pathogens in athletic competitions should be made on an individual basis, following the standard or appropriate procedures generally followed with respect to health-related participation questions, and taking into account only those factors that are directly relevant to the health and rights of the patient, the other participants in the competition, and the other constituencies with interests in the competition, the athletic program, the patients and the sponsoring schools or organizations.

The following are examples of factors that are appropriate in many settings to the decision-making process:

1. The current health of the patient.
2. The nature and intensity of the patient's training.
3. The physiological effects of the athletic competition.
4. The potential risks of the infection being transmitted.
5. The desires of the patient.
6. The administrative and legal needs of the competitive program.

Education of the Physically Active: In a rapidly changing medical, social and legal environment, educational information concerning blood-borne pathogens is of particular importance. The athletic trainer should play a role with respect to the creation and dissemination of educational information that is appropriate to and particularized with respect to that athletic trainer's position and responsibilities.

Athletic trainers who are responsible for developing educational programs with respect to blood-borne pathogens should provide appropriate information concerning:

1. The risk of transmission or infection during competition.
2. The risk of transmission or infection generally.
3. The availability of HIV testing.
4. The availability of HBV (hepatitis B) testing and vaccinations.

Athletic trainers who have educational program responsibility should extend educational efforts to include those, such as patients' families and communities, who are directly or indirectly affected by the presence of blood borne pathogens in athletic competitions.

Blood-Borne Pathogens at Athletic Events: The risk of blood-borne pathogen transmission at athletic events is directly associated with contact with blood or other body fluids. Athletic trainers who have responsibility for overseeing events at which such contact is possible should use appropriate preventive measures and be prepared to administer appropriate treatment, consistent with the requirements and restrictions of their jobs, and local, state, and federal law. These measures will include, but not be limited to:

1. Pre-event and covering of existing wounds cuts, and abrasions.
2. Provision of the necessary or usual equipment and supplies for compliance with universal precautions, including, surgical gloves, biohazard containers, disinfectants, bleach solutions, antiseptics and sharps containers.
3. Early recognition and control of a bleeding patient, including measures such as appropriate cleaning and covering procedures, or changing of blood-saturated clothes.
4. Requiring all patients to report all wounds immediately.
5. Insistence that universal precaution guidelines be followed at all times in the management of acute blood exposure.

6. Appropriate cleaning and disposal policies and procedures for contaminated areas or equipment.
7. Appropriate policies with respect to the delivery of lifesaving techniques in the absence of protective equipment.
8. Post-event management including, as appropriate, re-evaluation, coverage of wounds, cuts, and abrasions.
9. Appropriate policy development, including incorporation, with necessary legal and administrative assistance, of existing OSHA and other legal guidelines and conference or school rules and regulations.

Athletic Training Student Education: Education of and involvement of the athletic training student in educational efforts involving blood-borne pathogens. These educational efforts will include the following items:

1. Education and training in the use of universal precautions and first aid for wounds.
2. Education regarding the risks of transmission/infection from the participants that they care for.
3. Education on the availability of HIV testing.
4. Education on the availability of HBV vaccinations and testing.
5. Education of parents or guardians regarding the students' risk of infection.
6. Education in basic and clinical science of blood-borne pathogens.
7. Discussions regarding the ethical and social issues related to blood-borne pathogens.
8. The importance of prevention programs.
9. Education concerning the signs and symptoms of HBV and HIV, as consistent with the scope of practice of the athletic profession and state and local law.

Medical Records and Confidentiality: The security, record-keeping, and confidentiality requirements and concerns that relate to patients' medical records apply equally to those portions of patients' medical records that concern blood-borne pathogens.

Infected Health Care Professional: An allied health care worker infected with a blood-borne pathogen will be able to practice their profession, taking into account all professionally, medically, and legally relevant issues raised by the infection. Depending on individual circumstances, the infected health care worker will or may wish to:

1. Seek medical care and ongoing evaluation.
2. Take reasonable steps to avoid potential and identifiable risks to his or her own health and the health of his or her patients.
3. Inform, as or when appropriate, relevant patients, administrators, or medical personnel.

HIV and HBV Testing: Athletic trainers should follow federal, state, local and institutional laws, regulations, and guidelines concerning HIV and HBV testing. Athletic trainers should, in appropriate practice settings and situations, find it advisable to educate or assist patients with respect to the availability of testing.

HBV Vaccinations: Consistent with professional requirements and restrictions, athletic trainers should encourage HBV vaccinations for all employees at risk, in accordance with OSHA guidelines.

Withholding of Care and Discrimination: It is unethical and illegal to withhold care or to discriminate on the basis of medical conditions.

INFECTIOUS PATHOGEN PROCEDURES

TEXAS A&M ATHLETIC TRAINING

The Medical and Athletic Training staff, as a result of the increasing risks involved in the acquiring and spread of the numerous fatal infectious diseases (HIV, hepatitis B, MRSA, etc.), has adopted the following procedures for dealing with blood and bodily fluid borne pathogens. First, the Universal precautions include:

1. Routine use of barrier precaution to prevent skin & mucous membrane exposure when contact or other bodily fluids is anticipated. Gloves are to be worn when treating or coming in contact with any blood, bloody fluids, mucous membranes or non-intact skin (e.g. abrasions, dermatitis) of all athletes, for handling items or surfaces soiled with blood or body fluids. Gloves will be available at all treatment areas and should be changed after contact with each student athlete. Gloves should also be carried and used during competition for the same treatment referred to above.
2. Hands and other skin surfaces should be washed immediately and thoroughly if contaminated with blood or other body fluids. Hands should be washed immediately after gloves are removed.
3. Surfaces contaminated with blood should be cleaned with a solution made to kill bacteria, fungus and virus including HIV.
4. Precautions should be taken to prevent injuries caused by needles, scalpels and other sharp instruments or devices. To prevent needle stick injuries, needles should not be recapped, purposely bent or broken by hand, removed from disposable syringes, or otherwise manipulated by hand.
5. Although saliva has not been implicated in HIV transmission, to minimize the need for emergency mouth-to-mouth resuscitation, mouthpieces, resuscitation bags or other ventilation devices should be available for use.
6. Health-care workers who have exudative lesions or weeping dermatitis should refrain from all direct patient care until the condition resolves.
7. Blood soiled linen should be bagged and washed in hot water with detergent.
8. In the athletic environment, universal guidelines should be followed in the immediate control of bleeding and when handling bloody dressings, mouth guards and other articles containing bodily fluids.

In Addition to Universal Precautions the following will also be precautionary procedures:

9. Athletes that have open wounds should have them properly treated and covered. Furthermore, any dressings that have become saturated with blood should be changed immediately and redressed as to be approved by medical personnel. All bloody dressings should be disposed of in the appropriate manner as explained in the universal precautions.
10. Educational information will be provided to all incoming athletes to make them more aware of the precautions they should take, as well as new information regarding the spread or acquisition of pathogens, primarily HIV.
11. Hepatitis B inoculations to protect students and staff health care personnel will be provided.
12. When uniforms, equipment or padding become blood stained and medical personnel feel that a reasonable threat of pathogen transmission is at risk, the uniform, equipment or padding should be changed as soon as possible.

(NCAA guidelines and recommendations)

These procedures will be ongoing and updated as new research and information becomes available.

Post-Exposure Evaluation and Follow-Up

If an employee or student experiences an occupational exposure to blood or OPIM, he/she is responsible for reporting the incident to his/her supervisor; the supervisor must complete a TXCC-1 First Report of Injury or Illness form and notify the Environment Health and Safety Department or Risk Management Department, depending on whether employee or student is at TAMU, or at an off-campus athletic training affiliate. You can view the full TAMU Bloodborne Pathogens Exposure Control Plan at <http://rcb.tamu.edu/bohp/resourceinfo/bloodborne-exposure-control-plan>.

Appendix VIII
Program Forms

Infraction Report Form

Texas A&M University
Master of Science in Athletic Training Program

Student Name _____

Incident Location _____ Incident Date ____/____/____

Witnesses if applicable: _____

Reason for Report:

☐ Insubordination or defiance☐ Unprofessional Behavior☐ Breach of Duty☐ Unexcused Absences☐ Chronic Tardiness☐ Sexual Harassment☐ Unprofessional Conduct☐ Other (please specify)☐ Falsifying Records☐ Academic Dishonesty☐ Substance Abuse☐ Dress Code Violations☐ Theft/Vandalism☐ Inappropriate Relationship☐ Confidentiality or HIPPA

Incident Description (if more space is needed, please attach additional page):

This is the student's _____ incident (same type) since admitted into the MSAT program.

Note: Preceptor or faculty member completing the form should meet with the student. After which, the student will sign the form to show that they have met and the preceptor will submit the form to the PD or CCE.

I, the undersigned athletic training student, understand that my signature below is NOT an admission of guilt, but rather an acknowledgement of the report. Each infraction report will be reviewed on a case-by-case basis. I also understand that any refusal to sign this document will be considered an admission of guilt and subsequent disciplinary action will be taken. I understand that I may submit a written rebuttal to the PD or the CCE to be attached to this report.

 Signature of Reporting Preceptor or Faculty

Date _____

 MSAT Student Signature

Date _____

 PD or CCE Signature

Date _____

Athletic Training - Absence Request Form

Texas A&M University

Any athletic training student (ATS) who knows of a specific date that he/she wishes OFF from clinical education must formally submit this form to his/her supervising preceptor followed by the CCE or PD. This form must be submitted two (2) weeks in advance and it is the responsibility of the student to seek a replacement if applicable.

NOTE: Incomplete forms will “NOT” be approved – all content below is required.

Please PRINT

Student's Name: _____

Date(s) requesting OFF: _____

Time(s) requesting OFF: _____

Reason for Absence:

Student Replacement (print): _____

Student's Signature: _____ / /

Replacement's Signature: _____ / /

Decision: **Approved ()** **Not Approved ()**

Preceptor's Signature: _____ / /

CCE/PD Signature:_____ / / _____

Clinical Experience Site Orientation

Texas A&M**Master of Science in Athletic Training**

***Note: Preceptors must provide an orientation to each athletic training student at the beginning of each clinical assignment. At minimum, the orientation should include the following:**

- Explanation of clinical site policies and procedures
- Location and explanation of the Emergency Action Plan
- Location and explanation of Emergency Evacuation Plan or Route
- Location and explanation of Emergency Response Equipment (AED, splints, etc.)
- Location and proper use of Personal Protective Equipment (CPR faceshield/mask, gloves, gown, eye protection, etc.)
- Explanation of how site fulfills OSHA requirements in dealing with Bloodborne Pathogens including an exposure plan
- Site specific communicable and infectious disease policy
- Documentation policy and procedures
- Patient privacy and confidentiality protections
- Plan for clients/patients to be able to differentiate practitioners from students(e.g. need for student name badges to be worn)
- Discuss expectations athletic training student has for clinical experience
- Thoroughly discuss the expectations preceptor has for the athletic training student including learning goals and objectives
- Discuss method, style and timing of feedback between preceptor and student as a bidirectional relationship
- Provide student with initial written weekly schedule of clinical hours, followed by either written or clearly communicated verbal updates to schedule changes
- Provide students with a clinical proficiency evaluation schedule and a plan for completion
- Reminder that if a critical element in a proficiency receives less than a score of “3”, that element must be re-assessed and the student must achieve mastery (score 3 or 4) by the end of the semester the proficiency is assigned.
- The ATS will receive education and instruction by their assigned preceptor in order to perform skills safely and effectively on the preceptor’s patient population. Each preceptor will educate and instruct the skills to their level of satisfaction prior to patient application and is responsible for the outcome based on their respective licensure laws.

Appendix IX

Undergraduate Student Program and Field Experience Courses

Texas A&M University

Undergraduate Athletic Training Student Aides

ATTR 201/202 – 7hrs/2wks (3 x 4wk rotations)
ATTR 301/302 – 7 hrs/2wks (semester rotation sport)
KINE 285 – 10 hrs/wk (semester rotation sport)
KINE 485 – 15 hrs/wk (semester rotation sport)

ATTR 201/202 (red name tags, observation primarily with no patient contact)

This weekly one hour class is taught by Aggie Athletic Trainers (ATTR 201-David Weir; ATTR 202 Andi Tate). The class meets once a week for instruction and testing on foundational knowledge and skills. The course also requires students to complete 7 hours per 2 weeks of observation at assigned clinical sites. Students will complete three, 4-week rotations in the fall and if they move on to ATTR 202, a different 3 in the spring. Rotation assignments are made by Dr. Lori Greenwood with collaboration from course instructor(s). The available days/times for students to complete observation hours will be determined by the staff athletic trainer for the sport based on their practice/game/travel schedule and hours of operation. Google Sheets will be used for students to sign up for time slots. Athletic training staff are encouraged to assign MSAT students (2nd year primarily) to set up and monitor Google Sheets for their sport. Second year MSAT will have a leadership competency, so this would count for that along with mentoring, supervising, evaluating skills and signing off observation hours.

KINE 285 (green name tags, patient contact allowed under close/direct supervision of LAT)

This course was created for ATTR 201/202 students who want to have a greater opportunity to gain clinical experience above and beyond the observational experiences in ATTR 201/202. Although Dr. Tony Boucher is listed as the instructor, Andi Tate and Dr. Boucher direct this course and assign students to clinical site and/or sport. Student Requirements:

1. Currently enrolled in ATTR 201/202
2. 3.0 cumulative GPA
3. 10 hours per week at an assigned clinical site and/or sport for the semester assisting staff athletic trainers and graduate students with the healthcare needs of the student athletes. **If you cannot commit to the weekly hour requirement, do not enroll in this course.** Unlike observational experiences, you will become part of the healthcare team, so you will have responsibilities and be counted upon. This is an optional experience. It does not affect your progression through the 3+2 or 4+2 program but will enhance your overall knowledge, skills and abilities within athletic training and enhance your application for graduate school.
4. Clinical hours will primarily be in the afternoons so classes should be scheduled in the mornings as much as possible.

5. Supervisor evaluations at midterm and end of semester (should be submitted to Dr. Boucher by supervising athletic trainer)
6. Log Hours at midterm and end of semester (should be submitted by student to Dr. Boucher by student)

ATTR 301/302 (green name tags, patient contact allowed under close/direct supervision of LAT)

The weekly one hour class is taught by Aggie Athletic Trainers. The class meets once a week for instruction and testing on foundational knowledge and skills. The course also requires students to complete 7 hours per 2 weeks with an assigned sport, primarily in the afternoons. Students will be assigned to a sport for the full semester. Assignments are made by Dr. Lori Greenwood with collaboration from course instructor(s). The available days/times for students to complete their hours will be determined by the staff athletic trainer for the sport based on their practice/game/travel schedule and hours of operation. Google Sheets will be used for students to sign up for time slots. Athletic Training Staff are encouraged to assign MSAT students (2nd year primarily) to set up and monitor Google Sheets for their sport. Second year MSAT will have a leadership competency, so this would count for that along with mentoring, supervising, evaluating skills and signing off observation hours.

KINE 485 Summer (green name tags, patient contact allowed under close/direct supervision of LAT)

This course was created for students who have completed KINE 285 with positive supervisor evaluations, are enrolled in ATTR 301/302, have a 3.0 cumulative GPA and want to gain clinical experience with Aggie Athletics during the preseason [approximately July 27-August 27 (dates very based on sport assignment)]. Students planning on registering for KINE 485 for the fall semester, are encouraged to register for the summer experience as well. These students may be enrolled in other summer courses that will have to be accommodated. Students are required to complete one reflection journal and submit hour logs at the end of the course. Although Dr. Tony Boucher is listed as the instructor, Andi Tate and Dr. Boucher, direct this course and assign students to clinical site and/or sport. Staff athletic trainers for the sport these students are assigned to, are responsible for submitting the following to Dr. Tony Boucher: supervisor evaluation end of semester. Additionally, students in this course are required to submit log hour forms at midterm and at the end of semester to Dr. Boucher.

KINE 485 Fall (green name tags, patient contact allowed under close/direct supervision of LAT)

This course was created for students who have completed KINE 285 with positive supervisor evaluations, are enrolled in ATTR 301/302, have a 3.0 cumulative GPA and want to gain clinical experience with Aggie Athletics during the fall/spring semester. Although Dr. Tony Boucher is listed as the instructor, Andi Tate and Dr. Boucher direct this course and assign students to clinical site and/or sport.

Student Requirements:

1. Currently enrolled in ATTR 301/302
2. Completed at least one 285 semester
3. Completed KINE 485 Summer (preferred, not required)
4. 3.0 cumulative GPA

5. 15 hours per week at an assigned clinical site and/or sport for the semester assisting staff athletic trainers and graduate students with the healthcare needs of the student athletes. **If you cannot commit to the weekly hour requirement, do not enroll in this course.** Unlike observational experiences, you will become part of the healthcare team, so you will have responsibilities and be counted upon. This is an optional experience. It does not affect your progression through the 3+2 or 4+2 program but will enhance your overall knowledge, skills and abilities within athletic training and enhance your application for graduate school.
6. Clinical hours will primarily be in the afternoons so classes should be scheduled in the mornings as much as possible.
7. Supervisor evaluations at midterm and end of semester (should be submitted to Dr. Boucher by supervising athletic trainer)
8. Log Hours at midterm and end of semester (should be submitted by student to Dr. Boucher by student)