KINE 5232: Fundamentals of Athletic Training II
Fall 2020

Instructor Information

Instructor:
Cindy Trowbridge PhD, LAT, ATC, CSCS

Office Number:
Physical Education Building (PEB) 112D

Office Telephone Number:
817-272-3134

Email Address:
crowbridge@uta.edu

Faculty Profile:
https://www.digitalmeasures.com/login/uta/faculty/app/activities/instruments/1278

Office Hours:
By appointment

Course Information

Section Information:
KINE 5232-001 Fundamentals of Athletic Training II

Time and Place of Class Meetings:
Hybrid 4: Customized scheduling based on requirements.
PEB 202: Wednesdays 8:00 am – 11:50 am

Class meetings will be spent practicing skills and interacting with one another to maximize learning of athletic training skills. Please complete all on-line learning required prior to coming to class.

Description of Course Content:
This course is designed to provide the entry level athletic training student with classroom and laboratory experiences to further their development as an athletic trainer in a dynamic health care system. Emphasis will be placed on further understanding of tissue healing & pain, modes of therapeutic exercise/equipment including plyometrics, strengthening and neuromuscular control, introductions to interprofessional practice, prevention of sudden death, body composition assessment, fitness assessment, and the skills associated with immediate management of fractures, shock, and cervical spine injuries in non-equipment laden and equipment laden athletes.

Student Learning Outcomes:
After completing this course, students will be able to:
1. Integrate interprofessional practice and education into traditional clinical sites.
2. Determine opportunities for interprofessional practice and education.
3. Demonstrate skills that will provide emergent and continuing care for patients with catastrophic injuries, concussions, and heat illness in a variety of settings based on foundational material learned in KINE 5231 – Fundamentals of Athletic Training I.
4. Refine their understanding of tissue healing, pain, and therapeutic phases included in a musculoskeletal rehabilitation program.
5. Use common methods of quality improvement to assess therapeutic plans to improve therapeutic intervention efficiency, effectiveness, accountability, and patient centered outcomes. (Plan-Do-Check-Act or Assess-Develop-Implement-Evaluate)

6. Explain the various types of flexibility, joint mobilization, strength training, plyometric training, and neuromuscular training programs used to rehabilitate and maintain physical fitness in an effort to reduce risk of injury or re-injury.

7. Identify and describe various standard tests and equipment used to assess fitness, body composition, posture, flexibility, muscular strength, power, speed, agility and endurance.

CAATE Standards
The following Knowledge and Skills and/or Standards will be addressed in this class

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<thead>
<tr>
<th>CAATE Standards</th>
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Required Textbooks and Other Course Materials:

Technology Requirements
We are using online teaching tools including Canvas, Teams, Respondus Lockdown. You can access students tutorials on these tools by clicking on the “Get Started” Box on your Canvas Homepage. You will need a webcam in order to fully succeed in this course.

Descriptions of major assignments and examinations:

Exams
There will be three exams plus a comprehensive final for this class. **The three (3) exams will be offered using Canvas. Dates on syllabi are tentative, but will be officially announced 1 week prior to date.** Exams will be multifaceted with recall, application, and analysis questions throughout. Exams will include multiple choice, short answer, and problem solving questions. Use your lecture notes, textbooks, and assignments to prepare yourself for the exams.
Missed exams can only be made up with approval from instructor.

Quizzes
**Quizzes** will be given weekly throughout the semester on a weekly basis. Quizzes will contain material from previous lectures and discussions as well as any required pre-class readings. Be prepared for short answer, labeling, true/false, and multiple choice questions. Missed quizzes can only be made up with approval from instructor.

Short Writing Assignments
These assignments will be varied throughout the semester. Essentially they are “write to learn” assignments. We may do a short writing assignment on line after a class discussions or you may be asked to debate an issue in athletic training using discussion boards. These will be completed via Canvas discussion boards, or typed and submitted assignments. Due Dates vary based on topics.
Descriptions of major assignments and examinations (cont’d):

Evidence Based Moments
You will be required to present research article(s) within the topics covered in class. You will be assigned articles and you will summarize the article (Background, Purpose, Methods, Results, and Conclusions) and present to the class using PowerPoint presentation and voice-over video or we will do live meetings where you present to the class over Teams. Presentations should not be longer than 5-8 minutes and should focus on the clinical bottom line (take home message). Grades for presentation will be assigned based on rubric that focuses on content and quality of presentation. Specific examples will be provided for assistance. Due Dates will be announced at least 1 week prior to presentation.

Clinical Query Project
Clinical questions will be assigned to teams two or three people with the goal of providing a graded clinical recommendation related to a topic associated with course material. You will be asked to obtain 4-6 high quality articles. Students will present clinical query and answer(s) to clinical query with evidence from articles using a PowerPoint presentation with a voice-over or we will do live meetings where you present to the class over Teams. All presentations will end with clinical bottom line(s)/take home messages(s) that will guide clinical practice. Grades for presentation will be assigned based on rubric that focuses on content and quality of presentation. Specific examples will be provided for assistance.

Class Material Archive
You are encouraged to download all posted material and keep any material that is handed out in class. You should store handouts in a small notebook. Store the downloaded material using your One Drive and organize it in folders so you can easily find content for future studying.

Course Policies

Cell Phones and Other Technology: The use of cell phones and text messaging, including on computers are strictly forbidden during in-person, synchronous class time and/or presentations, except when their use is part of a learning activity. The use of cell phones and other disruptive behaviors may result in dismissal from the class. Technology use in the class must be for the sole purpose of enhancing the teaching and learning process.

Professionalism: Professionalism includes the following: punctuality, no cell phone use, and appropriate communications (e.g. e-mail, phone, etc.). Students should arrive before class meetings begin and leave only after the instructor has dismissed the class. Cell phones should be turned off and put away during the entirety of class, except in cases in which they are being used for learning activities. Appropriate communications (e-mail, phone, etc.) include using salutations and appropriate grammar, language, and tone in e-mail and personal communications.

Proper terminology – Using proper athletic training terminology helps eliminate confusion or inconsistencies when explaining the AT’s role in health care. It is important for students to develop a habit of using proper terminology, therefore students are expected to do so when speaking and writing about athletic training. The use of “trainer”, “training room”, or similar phrases in course work will not be accepted and will result in a 1-point deduction on the assignment for each. Shortening “athletic trainer” to AT is acceptable. Refer to the NATA for proper athletic training terminology.

Class Preparation, Note Taking, and Post Class Activities
Here are some evidence-based study tips as: https://youtu.be/p60rN9JEapq
Preparation is essential to maximize your learning experience. Each student is expected to prepare for class by reading the assigned chapter(s) and handouts prior to class. Students are expected to take written or typed notes of required pre-class readings and in-class lectures and may use these notes while answering in-class questions and at times may be allowed to use
them for in-class quizzes (based on instructor’s discretion). https://www.youtube.com/watch?v=gsb-U8bZpig

- Note taking - 5 proven ways to take notes: Outline, Cornell notes, Mind Map, Flow, or Write-on-slide. https://www.youtube.com/watch?v=AffuwyJZTOQ

Closing the loop is essential after class to maximize your learning experience. Each student is expected to review material presented and come prepared to ask questions or “go deeper” with material. Synthesize the information you are learning and apply it whenever you get the chance. Do not be afraid to ask questions or challenge the current medical or scientific assumptions. Your brain will only grow in response to how much it is challenged and used.

Active Learning
Your active participation in this class will be required. You will be responsible for your own learning by reviewing class material before and after class. We will guide you in this process; however, in the end the onus of learning will be your responsibility.

Here are your KEYS to success:

- **EFFORT** (Work hard)
- **APPROACH** (Work smart)
- **ATTITUDE** (Think positively)

Grading Information

**Grading:**

**Tentative Evaluation:** As the instructor of this course, I reserve the right to alter grade distribution within the two major categories of Unit Examination/Quizzes and Assignments.

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<thead>
<tr>
<th><strong>Unit Examinations/Quizzes – 45%</strong></th>
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<tbody>
<tr>
<td>Quizzes  15% Weekly due Sundays 11:59 pm</td>
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<tr>
<td>Unit Test #1 10% Week of 9/16</td>
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<td>Unit Test #2 10% Week of 10/14</td>
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<td>Unit Test #3 10% Week of 12/2</td>
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**Comprehensive Examination – 15%**
Wed. December 16th

**Assignments – 40%**
Evidence Based Moment presentations – 10%
Clinical Short Writing Assignments – 10%
Clinical Query Project(s) – 20%

**Grading Scale**
A = 90%; B = 80%; C = 70%; D = 60%; F = 59% and below

As a policy of the University of Texas at Arlington (UTA) outlined in the official Graduate Catalog, graduate credit will be given for grades of A, B, or C for work done at UTA, subject to the following conditions.

1. The student must maintain a B average in all work done in the major.
2. The student must maintain a B average in all work done in the minor.
3. The student must maintain a B average in all advanced work.

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels. An academic digression report will be completed if key assessments (quiz averages, tests, and practical exams) fall below a 75%. These academic digression reports will be filled out by instructor, reviewed with student, and filed with Program Director. Academic digressions are not meant to be punishment but are to make the student aware of academic shortfalls in the AT Program.
Submission of Course Materials
Any course work submitted during class time or another course’s scheduled time will result in the grade of a zero for that assignment, quiz, etc. Doing class work in other courses is unacceptable.

All course materials should be completed independently unless indicated as a group assignment by the course instructors. Any suspected collusion or cheating on a course requirement will be reported to the Office of Student Conduct for review, which may be accompanied by a grade change and/or disciplinary actions.

Late submissions – No late submissions will be accepted, unless arranged in advance with the instructor.

Incomplete Assignments/Submissions – It is expected that all assignments are completed according to the instructions. Failure to complete the assignment according to the instructions, will result in the grade of a zero for that assignment. Note: For assignments with multiple sections or for assignments graded with a rubric, the instructor will determine if the submission is worthy of partial or no credit.

Complete/Incomplete Assignments – At the discretion of the instructor, certain assignments may be graded using the Complete/Incomplete grading system. Assignments submitted on time and in accordance with the assignment instructions, will be given a Complete grade. Those assignments which do not meet these standards, unless otherwise discussed with the instructor, will be given an Incomplete grade. No partial credit will be awarded.

Early submission for instructor feedback – Students are encouraged to communicate with the instructor regarding general feedback on assignments prior to the due date. The decision whether to provide feedback is at the instructor’s discretion. Any student wishing to submit an assignment for review, must first seek permission to do so from the instructor and second, submit the draft via email or Teams chat, no later than 7 days prior to the due date. Assignments spanning the entire semester may be submitted twice (2) for review, with a minimal of 30 days between submission. Smaller assignments may be submitted only once.

Attendance and Class Preparation
At University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator of student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance.

This is a Wednesday morning hybrid course that meets every Wednesday face-to-face and with synchronous online sessions as scheduled. Students are expected to attend both types of sessions. There will also be asynchronous learning that students can engage in according to their schedules.

As the instructor of this section, class attendance in-person and scheduled on-line sessions are required. Two absences will automatically drop your grade by one letter (i.e., A to B, B to C, etc.). Tardiness to in-person or synchronous on-line sessions is not acceptable. Class starts on time each day for each section. If you accumulate 3 tardies, I will give you one (1) absence.

• There are no excused or unexcused absences – if you miss class you are absent.
• You will not be penalized for absences that cannot be avoided (e.g., illness, funerals)
• As the instructor, I reserve the right to determine when these occur. Each case is an individual decision based on communication and documentation.
• In the case of an absence, the student is responsible for obtaining work missed in class, and every effort possible should be made to complete in-class assessments (i.e. quizzes) prior to or soon after the absence.

However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students
begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report must the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Canvas. This date is reported to the Department of Education for federal financial aid recipients.

Each student is expected to prepare for class by reading the lab material prior to class. If you miss a class, you are responsible for obtaining all information presented and you are encouraged to contact instructor for essential details.

Remember: Poor planning on your part is not an emergency on my part.

Missed Examinations, Quizzes, and Assignments
Missed exams, quizzes, and assignments can only be made up if approved by instructor. All missed exams, quizzes, and homework must be made up within one week of original due date.

Expectations for Class Study in an Online Environment
A general rule of thumb is that for every credit hour earned, a student should spend 2-3 hours per week working outside of class for classes which meet face-to-face. Hence, a 2-credit course might have a minimum expectation of 4-6 hours of reading, study, etc. Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 6 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

In an online environment, the same principle holds true. For every 1 credit hour of direct contact, a student might have a minimum expectation of 2-3 hours per week of indirect content. For the purposes of this class, direct content is defined as reviewing posted videos, articles, external resources, ppts, discussion boards, attending guest presentation, live sessions, etc. Indirect contact includes reading assignments, completion of class assignments, preparing for exam/quiz, etc.

Student Expectations in an Online Environment
- Be involved and active in your course.
- Be highly motivated and disciplined.
- Check the course homepage, calendar and assignment page, the course syllabus, your UTA email, the course discussion board, and Microsoft Teams several times a week.
- Post the required comments and responses to the discussion board for your course.
- Keep up with your assignments and online quizzes/exams (as applicable) and manage your time well. These quizzes test your knowledge and comprehension of the new content.
- Participate actively in class discussions.
- Practice "Netiquette" (http://www.albion.com/netiquette/corerules.html) in discussion board postings and emails. Be polite and respectful. Use good grammar and correct spelling. Don't write in all caps (it feels like you're shouting) and sign your name.
- Meet the course deadlines. The courses are not self-paced.
- Be honest and original. Plagiarism will not be tolerated in any online course. View the Plagiarism Policy.

The Do's and Don'ts for success:
- Do set aside a specific time during the day for this course--the best time that fits your schedule.
- Use this time for preparation and for participation (reading, studying, posting messages, completing assignments, taking quizzes).
- Do check in and contribute to the class several times a week. By doing this you will keep engaged, on-track, and moving steadily toward your goal!
- Do remember there are people here to help you to be successful in online learning.
- Don't put off the work! You need to keep up so you can more effectively participate in group and class discussions.
- Don't be afraid to ask questions. There are probably several others who are wondering the same thing.
Academic Digressions
Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels. An academic digression report will be completed if key assessments (quiz averages, tests, practicals, OSCEs, etc) fall below 75%. These academic digression reports will be completed by the instructor, reviewed with the students, and filed with the Program Director. Academic digressions are not meant to be punishment, but are to make the student aware of academic deficits in the AT program.

Grade Grievances:
Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog. For graduate courses, see Graduate Grading Policies. For student complaints, see Student Complaints.

Academic Integrity

Academic Integrity and Scholastic Dishonesty
The University of Texas at Arlington strives to uphold and support standards of personal honesty and integrity for all students consistent with the goals of a community of scholars and students seeking knowledge and responsibility. Furthermore, it is the policy of the University to enforce these standards through fair and objective procedures governing instances of alleged dishonesty, cheating, and other academic/non-academic misconduct.

What is Academic Integrity?
Academic integrity is defined as being in firm adherence to a code or standard of values. It is a commitment on the part of the students, faculty and staff, even in the face of adversity, to five fundamental values:

- Honesty
- Truth
- Fairness
- Respect
- Responsibility

"From these values flow principles of behavior that enable academic communities to translate ideals into action" (The Center for Academic Integrity, 1999). Unfortunately, when these ideals are not translated to each and every one in the academic community, academic dishonesty is inevitable.

What Constitutes Scholastic Dishonesty?
Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, and collusion on an examination or an assignment being offered for credit. Each student is accountable for work submitted for credit, including group projects.

Cheating
- Copying another's test or assignment
- Communication with another during an exam or assignment (i.e. written, oral or otherwise)
- Giving or seeking aid from another when not permitted by the instructor
- Possessing or using unauthorized materials during the test
- Buying, using, stealing, transporting, or soliciting a test, draft of a test, or answer key

Plagiarism
- Using someone else's work in your assignment without appropriate acknowledgement
- Making slight variations in the language and then failing to give credit to the source

Collusion
- Without authorization, collaborating with another when preparing an assignment
University of Texas at Arlington Honor Code

“I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or that I contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.”

Source: http://www.uta.edu/conduct/academic-integrity/

The Athletic Training Program take academic integrity very seriously. Any student who is found to have participated in scholastic dishonesty as defined above will receive an automatic zero on the assignment, written exam, practical exam or quiz and will be reported to UTA Office of Student Conduct. In addition, no make-ups of the work will be allowed.

Course Schedule

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –Dr. T

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<th>Week</th>
<th>Unit</th>
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<th>Topic</th>
<th>Readings</th>
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<tr>
<td>1</td>
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<td>W 8/26</td>
<td>Course Introduction/Syllabus</td>
<td>Articles as posted Prentice CH 12</td>
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<td>Primary/Secondary Survey – Triaging; Vitals and Shock; Rectal Temperature</td>
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<td>Principles of crutch and cane; Principles of Splinting</td>
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<td>Non-Critical Transport Off-Field Airways/Supplemental Oxygen</td>
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<td>2</td>
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<td>W 9/2</td>
<td>Spine Boarding Theories and Techniques</td>
<td>Articles as posted Prentice CH 12</td>
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<td>Spine Boarding Theories and Techniques</td>
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<td>4</td>
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<td>W 9/16</td>
<td>Joint Mobilization Principles</td>
<td>Articles as posted Houglum CH 6 Prentice CH 16</td>
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<td>Review of Principles of Stretching</td>
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<td>Clinical Applications of Stretching</td>
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<td>Modes of Therapeutic Exercise/Equipment</td>
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<td>Resistance Training for Muscle Strength/Endurance</td>
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<td>W 9/23</td>
<td>Principles of Neuromuscular Rehabilitation/Training</td>
<td>Articles as posted Houglum CH 6 Prentice CH 16</td>
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<td>Clinical Applications of Neuromuscular Techniques</td>
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<td>W 9/30</td>
<td>Principles of Plyometrics</td>
<td>Houglum CH 8 Prentice CH 4,13</td>
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<td>Clinical Applications of Plyometrics</td>
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<td>Common Fitness Assessments</td>
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<td>Body Composition Assessment Techniques</td>
<td>Articles as posted Prentice CH 5 Houglum CH 12</td>
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<td>Review of concussion assessment techniques</td>
<td>Articles as posted Prentice CH 26</td>
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<td>SCAT 5 and VOMS</td>
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<td>W 10/21</td>
<td>Review of heat illness immediate treatments</td>
<td>Prentice CH 6</td>
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<td>10</td>
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<td>W 10/28</td>
<td>Review of sudden death scenarios and emergency action plans</td>
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<td>W 11/4</td>
<td>Review of gait mechanics</td>
<td>Articles as posted Houglum CH 11 Prentice CH 18</td>
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<td>W 11/11</td>
<td>Science of shoe fitting</td>
<td>Articles as posted Houglum CH 7</td>
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<td>13</td>
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<td>W 11/18</td>
<td>Clinical Query Day Presentation Live or via Teams</td>
<td>Articles as posted</td>
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<td>14</td>
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<td>W 11/25</td>
<td>Thanksgiving Holiday Begins</td>
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<td>15</td>
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<td>W 12/2</td>
<td>On-line learning as scheduled</td>
<td>Last day of classes is 12/9</td>
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<tr>
<td>FINALS</td>
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<td>W 12/16</td>
<td>Comprehensive Final Exam 8 am – 11 am</td>
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Institution Information

UTA students are encouraged to review the below institutional policies and informational sections and reach out to the specific office with any questions. To view this institutional information, please visit the Institutional Information page (https://resources.uta.edu/provost/course-related-info/institutional-policies.php) which includes the following policies among others:

- Drop Policy
- Disability Accommodations
- Title IX Policy
- Academic Integrity
- Student Feedback Survey
- Final Exam Schedule

Additional Information

Mandatory Face Covering Policy
All students and instructional staff are required to wear facial coverings while they are on campus, inside buildings and classrooms. Students that fail to comply with the facial covering requirement will be asked to leave the class session. If students need masks, they may obtain them at the Central Library, the E.H. Hereford University Center’s front desk or in their department. Students who refuse to wear a facial covering in class will be asked to leave the session by the instructor, and, if the student refuses to leave, they may be reported to UTA’s Office of Student Conduct.

Department of Kinesiology – Drop Policy:
It is the responsibility of the student to add or drop classes or withdraw from school within the appropriate time frame established by the University Registrar. (The departments are not allowed nor obligated to add or drop students from classes.) Deadlines can be found in the current Schedule of Classes.

MSAT Retention Criteria
MSAT students’ academic and clinical progress will be closely monitored each semester. In order to remain in the MSAT program, students must:
1. Maintain a cumulative GPA of 3.0 or higher.
2. Maintain a 3.0 GPA or higher in athletic training core courses.
3. Students may not earn a “C” grade or lower in any required course containing AT education competencies. Students who earn a grade of “C” or lower in any required course must meet with their academic advisor and petition to continue in the MSAT Program.
   a. Any student who fails to meet the retention criteria will be placed on probation in the MSAT program. If standards are not met by the end of the probationary period, the student will be dismissed from the program.
   b. If allowed to repeat a course, the student must earn a grade of B or higher in order to remain in the program. Students will not be allowed to continue in the program until the course is repeated with a grade of a B or higher. For example, if a student earns a “C” in a course only offered in the fall semester, he/she must wait until the course is offered again (the next fall) before proceeding in the program.
   c. Failure to repeat the course or earn a grade of “B” or better, will result in dismissal from the program.
   d. Students who do not gain good academic standing with the program in the semester following completion of the probation semester will be academically dismissed.
   e. A student who has been dismissed for failure to maintain a GPA 3.0 may petition the AT Faculty Committee to continue in the program. See section below concerning petitions*.
4. Adhere to professionalism standards and documents cited in the MSAT Policies and Procedures Manual including but not limited to: the university’s academic integrity policies, the
NATA Code of Ethics, the BOC’s Standards of Practice, course syllabi, to the MSAT Policies and Procedures Manual, and to policies/regulations established at each assigned clinical site. Students with three professional conduct/digression reports may be suspended or dismissed from the program. If students have a history of professional conduct or behavior issues, with a written record of conduct warning or digression reports, and earn a “C” in a course, the student will be required to meet with the faculty to determine if the student can continue.

*Petitions to Continue in the MSAT Program*
Students who wish to submit a petition to continue in the MSAT Program must meet with their Academic Advisor. During that meeting, students should be prepared to discuss how/why plans to regain good academic standing during the probation semester were not successful and develop a specific plan for improvement. The student is responsible for submitting the petition to the MSAT program director.

The student’s petition to continue in the MSAT program will be reviewed by the Athletic Training faculty committee. If the committee agrees to approve the student’s petition to continue, the Academic Advisor will work with the student to review/revise the student’s degree plan and assist with clearing the student for enrollment.

**Expected Professional Behavior**
Students are expected to adhere to the NATA Code of Ethics and to behave professionally, as described in the MSAT Policies and Procedures Manual.

**Note**: Failure to meet the above retention standards may result in probation, suspension, or termination from the MSAT Program.

**Emergency Exit Procedures:**
Should we experience an emergency event that requires evacuation of the building, students should exit the room and move toward the nearest exit, which is located at the end of the hallway leading to PEB 202 or down the stairs to the main entrance. When exiting the building during an emergency, do not take an elevator but use the stairwells instead. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities. Students should also subscribe to the MavAlert system that will send information in case of an emergency to their cell phones or email accounts. Anyone can subscribe at [https://www.uta.edu/news/announcements/2018/08/24/update-your-contact-information-for-mavalert-system](https://www.uta.edu/news/announcements/2018/08/24/update-your-contact-information-for-mavalert-system)

**Student Success Programs:**
UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring by appointment, drop-in tutoring, etutoring, supplemental instruction, mentoring (time management, study skills, etc.), success coaching, TRIO Student Support Services, and student success workshops. For additional information, please email resources@uta.edu, or view the [Maverick Resources](https://www.uta.edu/news/announcements/2018/08/24/update-your-contact-information-for-mavalert-system) website.
The IDEAS Center (https://www.uta.edu/ideas/) (2nd Floor of Central Library) offers **FREE tutoring** and **mentoring** to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. Students can drop in or check the schedule of available peer tutors at www.uta.edu/IDEAS, or call (817) 272-6593.

The English Writing Center (411LIBR):
The Writing Center offers **FREE** tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at the Writing Center (https://uta.mywconline.com). Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see Writing Center: OWL for detailed information on all our programs and services.

The Library's 2nd floor Academic Plaza (http://library.uta.edu/academic-plaza) offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library's hours of operation.

Librarian

Peace Ossom-Williamson, 817-272-6208, peace@uta.edu
Athletic Training library guide: https://libguides.uta.edu/athletictraining

Research or General Library Help
Ask for Help
- [Academic Plaza Consultation Services](libraries.uta.edu/services/academic-plaza)
- [Ask Us](ask.uta.edu)
- [Research HELP](https://libguides.uta.edu/researchcentral)

Resources
- [Subject and Course Research Guides](libguides.uta.edu)
- [Librarians by Subject](libraries.uta.edu/research/librarians)
- [A to Z List of Library Databases](libguides.uta.edu/az.php)
- [Course Reserves](https://uta.summon.serialssolutions.com/#!/course_reserves)
- [Study Room Reservations](openroom.uta.edu)

Emergency Phone Numbers
- In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381

Student partner assignment

<table>
<thead>
<tr>
<th>Student 1</th>
<th>Student 2</th>
<th>Student 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Jacob Barnett</td>
<td>8 Claire Oliver-DeHaven</td>
<td></td>
</tr>
<tr>
<td>2 Zach Barrett</td>
<td>9 Cami Shannon</td>
<td></td>
</tr>
<tr>
<td>3 Morgan Foster</td>
<td>10 Jake Nardone</td>
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</tr>
<tr>
<td>4 Josh Houghton</td>
<td>11 Tessa McElroy</td>
<td></td>
</tr>
<tr>
<td>5 Ko Kobayashi</td>
<td>12 Saad Rajabali</td>
<td></td>
</tr>
<tr>
<td>6 Jennifer McCord</td>
<td>13 Landon Ruhde</td>
<td></td>
</tr>
<tr>
<td>7 Kayleigh Murphy</td>
<td>14 Mileana Pezzati</td>
<td>15 Chelsea Williams</td>
</tr>
</tbody>
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