



University of Delaware  
Master of Science in  
Athletic Training Program (ATP)

# STUDENT HANDBOOK 2026-2027

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Users of this document are responsible for using the most current approved document.

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## Disclaimer

This handbook was created to inform the Athletic Training Students of policies and procedures of the Athletic Training Program (ATP) at The University of Delaware. The overall intent of this handbook is to ensure quality educational experiences for every student, and to ensure safe and efficient clinical education opportunities. Every student must be thoroughly familiar with the policies and procedures listed herein. The information in this handbook is not all-inclusive, and the program reserves the right to amend, modify, rescind, or implement any policies, procedures, regulations, fees, conditions, and courses described herein as circumstances may require without prior notice to the people who might thereby be affected. This handbook, in conjunction with the [University Graduate Catalog](#) should be used as a guide throughout your progression through the ATP. These documents, linked here, can also be found on the UD Canvas ATP page. Any alterations to the handbook will be made available to all students, faculty, staff, and preceptors.

## University of Delaware Non-Discriminatory Policy

The University of Delaware does not discriminate against any person on the basis of race, color, national origin, sex, gender identity or expression, sexual orientation, genetic information, marital status, disability, religion, age, veteran status or any other characteristic protected by applicable law in its employment, educational programs and activities, admissions, and scholarship and loan programs as required by Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VI and VII of the Civil Rights Act of 1964, and other applicable statutes and University policies. The University of Delaware also prohibits unlawful harassment, including sexual harassment and sexual violence. Please familiarize yourself with this policy at the [University's Office of Equity & Inclusion](#) website.

Policy as of January 1, 2026: <https://sites.udel.edu/oei/>

You can report any concerns to the University's Office of Equity & Inclusion, at 305 Hullihen Hall, (302) 831-8063 or you can report anonymously through UD Police (302) 831-2222 or the [EthicsPoint Compliance Hotline](#).

- Read the [full policy](#)
- [File a Report](#)

## University of Delaware ATP Non-Discriminatory Policy

In compliance with The University of Delaware non-discriminatory policy, the ATP does not discriminate based on age, color, disability, marital status, national origin or ethnic origin, race, religion, sex (including pregnancy), sexual orientation, gender identity, genetic information, or veteran status. In addition, these principles also extend into our clinical and community interactions. It is expected that all coaches, staff, athletes, and other professionals and/or stakeholders will be treated under these same conditions.

## Welcome from the Program Director

Hello and welcome to the 2025–2026 academic year! We are thrilled to have you with us for another year of learning, growth, and hands-on exploration. This year promises to be full of meaningful experiences, where you'll help deliver real-time medical care. Your faculty have been working tirelessly to craft an engaging, supportive, and challenging curriculum designed not only to deepen your knowledge but also to cultivate the skills and values that define our program. You are joining a community committed to elevating one another, championing positive change, and delivering outstanding care. We are excited to support you as you grow into a confident, capable, and compassionate clinician who will carry the proud Blue Hen spirit into the profession and beyond.

At the heart of the Master of Science in Athletic Training Program is our commitment to developing forward-thinking clinicians grounded in our PRIDE values: Proud Professionalism, Resilient Resolve, Inspired Ingenuity, Devoted Dedication, and the drive to Elevate the Flock. These values shape how we teach, how we care, and how we prepare you to lead with integrity, empathy, and excellence in a rapidly evolving healthcare landscape.

Our program is designed to meet the rising demand for skilled, compassionate athletic trainers. You will engage in coursework that integrates evidence-based practice, innovative problem-solving, ethical leadership, and holistic, patient-centered care, reflecting our guiding principles of excellence, inclusivity, integrity, collaboration, and lifelong growth. Through your studies, you will build a strong foundation in anatomy, evaluation and rehabilitation techniques, and clinical application while learning to honor the diverse experiences and identities of the patients and communities you serve.

Equally important, you will experience up to 20 weeks of immersive, hands-on clinical education, working directly with athletic trainers and other healthcare professionals in a variety of settings. These opportunities allow you to put our core values into action: providing compassionate care, demonstrating resilience, collaborating across disciplines, and using curiosity and innovation to solve complex clinical challenges.

If you have any questions or concerns throughout the year, please don't hesitate to reach out. I'm here to support you every step of the way.

Welcome to the program, and let's make this an exceptional year together!

Dr. Nicole A. Wilkins, LAT, ATC  
Associate Professor & Director: Athletic Training Program  
E: [nwilkins@udel.edu](mailto:nwilkins@udel.edu)

## **Athletic Training Program Mission, Vision, Core Values, and Guiding Principles**

**Mission Statement:** The mission of the University of Delaware Master of Science in Athletic Training program is to cultivate dynamic, ethical, and compassionate entry-level athletic trainers who deliver high-quality, evidence-based patient care and contribute meaningfully to the advancement of the profession. Through a rigorous, clinically integrated curriculum that includes academic coursework with diverse, immersive clinical experiences, we foster close collaboration between classroom and clinical learning. This connection strengthens students' ability to think critically, apply knowledge in real-world settings, and develop clinical competence and professional integrity. We strive to cultivate adaptable, resilient, and reflective practitioners who value interprofessional collaboration, embrace lifelong learning, and are dedicated to protecting, enhancing, and promoting the health and well-being of diverse patient populations across evolving athletic and healthcare environments.

**Vision Statement:** The University of Delaware Master of Science degree program in Athletic Training strives to be recognized nationally for excellence in education, clinical practice and scholarly inquiry. We will prepare graduates who advance the profession through evidence-based practice, interprofessional collaboration, and leadership that meets the evolving demands of healthcare.

**Core Values:** The University of Delaware Master of Science in Athletic Training program is grounded in a set of core values that define who we are, guide how we teach, and shape how our graduates serve. These values, captured in the acronym PRIDE, reflect our commitment to excellence, resilience, innovation, patient care, and leadership in the evolving field of athletic training.

**P – Proud Professionalism:** We embody the proud spirit of the Blue Hen by holding ourselves to the highest standards of evidence-based practice, clinical skill, and ethical responsibility. We strive for excellence in every aspect of athletic training, continually seeking growth and improvement in service to our patients, colleagues, and community.

**R – Resilient Resolve:** With the determination of a Blue Hen, we embrace and rise to challenges, adapt with grit, turn obstacles into opportunities, and drive forward creative solutions in athletic performance and healthcare environments.

**I – Inspired Ingenuity:** Channeling the creativity and forward-thinking spirit of the Blue Hen, we strive to cultivate curiosity in every student and drive progress in athletic training by embracing emerging technologies to create forward-thinking, evidence-based approaches to care.

**D – Devoted Dedication:** Embodying the caring spirit of the Blue Hen, we commit to compassionate, patient-centered care, always putting the health, safety, and well-being of those we serve first.

**E –Elevate the Flock:** Rooted in the proud tradition of the Blue Hens, we cultivate leaders who empower others, advance the profession, and champion positive change in athletic training, healthcare, and beyond.

**Guiding Principles:** The University of Delaware Master of Science in Athletic Training program is built upon guiding principles that ground our mission, shape our vision, and drive every aspect of teaching, practice, and service. These principles reflect our unwavering commitment to excellence, inclusivity, integrity, innovation, compassion, collaboration, and lifelong growth in the advancement of athletic training.

1. **Excellence in Action**  
We pursue the highest standards of evidence-based education, clinical practice, and scholarly inquiry, integrating classroom and clinical learning to prepare students for impactful careers as certified athletic trainers.
2. **Holistic Care for All**  
We are committed to cultural competence and creating a space of belonging and inclusion, ensuring that every patient, student, and community member is seen, respected, and valued.
3. **Leadership with Integrity**  
We cultivate ethical, professional leaders who advocate for patients, advance the profession of athletic training, and drive positive change through interprofessional collaboration across healthcare settings.
4. **Innovation with Purpose**  
We embrace curiosity, creativity, and forward-thinking solutions to meet the evolving challenges of athletic performance and healthcare.
5. **Compassionate Service**  
We ground every action in empathy and patient-centered care, prioritizing safety, wellness, and dignity in all settings.
6. **Collaboration Across Disciplines**  
We value teamwork and interprofessional engagement as essential to delivering comprehensive, holistic, and effective sports and general healthcare.
7. **Lifelong Growth**  
We foster resilience, adaptability, and a commitment to lifelong learning that empowers graduates to lead in a changing world.

### **Program Educational Goals (PEGs)**

1. Apply knowledge of human anatomy, physiology, and clinical assessment to prevent, evaluate, and manage sport-related and general medical injuries and conditions.
2. Design and implement proactive wellness and injury-prevention strategies, and provide immediate, emergency, and condition-specific care.
3. Select and apply evidence-based therapeutic interventions and rehabilitation plans to optimize recovery and performance.
4. Demonstrate professionalism, ethical decision-making, and healthcare administration skills that advance the field of athletic training.
5. Embrace cultural competence, respect diverse perspectives, and honor individual patient values in all aspects of care.

## **University of Delaware Master of Science in Athletic Training Academic Policies**

The intent of the ATP is to prepare entry level professionals for a career in athletic training. Demands that will be placed on graduates dictate the inclusion of a strong clinical component in the program. To meet the program goals, specific requirements must be in place to maximize learning experiences and ensure that students are prepared for entry level positions.

### **Suitability for the Practice of Athletic Training**

The collective faculty reserves the right to determine whether a student may matriculate or graduate on academic or ethical grounds, including traits of character as pertaining to professional performance. Therefore, it is the judgment and expertise of the faculty that shall authorize and ultimately determine student appropriateness for the practice of athletic training. Students are evaluated not only on their scholastic achievement, but also on their intellectual, physical, and emotional capacities to meet the technical standards of the program's curriculum. Students must demonstrate good judgment, responsibility, morality, sensitivity, and compassion, while simultaneously being able to accurately synthesize and apply knowledge in a time efficient and safe manner. Deficiencies in these standards or the inability to function accordingly may jeopardize patient care and therefore may preclude matriculation or graduation from the program.

### **Academic Standards & Related Policies**

#### **I. Matriculation Requirements**

Matriculation into the ATP requires that students begin enrollment in the exact semester or academic term specified in their admission letter, as the offer of admission is valid only for that term. Students who are unable to enroll in the original admission term must submit a written request to change their matriculation date through their Program Director and the Graduate College. With recommendation from program faculty and approval from the Graduate College, enrollment may be deferred or extended for up to one year; otherwise, the admission offer is automatically canceled. Students are encouraged to communicate early with advisors to explore options that may allow continued academic progress without delaying enrollment when feasible. Please refer to Section X for additional information regarding deferment.

Admission to a graduate program does not guarantee enrollment in individual courses. All students must independently meet required course prerequisites as identified by the CAATE in Standards 54 & 55 prior to registration. Foundational competency must include prior postsecondary coursework or approved instruction within the professional program curriculum in essential disciplines such as laboratory sciences (biology, chemistry, physics), behavioral science (psychology), and human anatomy and physiology, as well as core analytical and clinical domains including statistics, research design, epidemiology, pathophysiology, biomechanics and pathomechanics, biomechanics, exercise physiology, nutrition, pharmacology, public health, and health care delivery and payor systems.

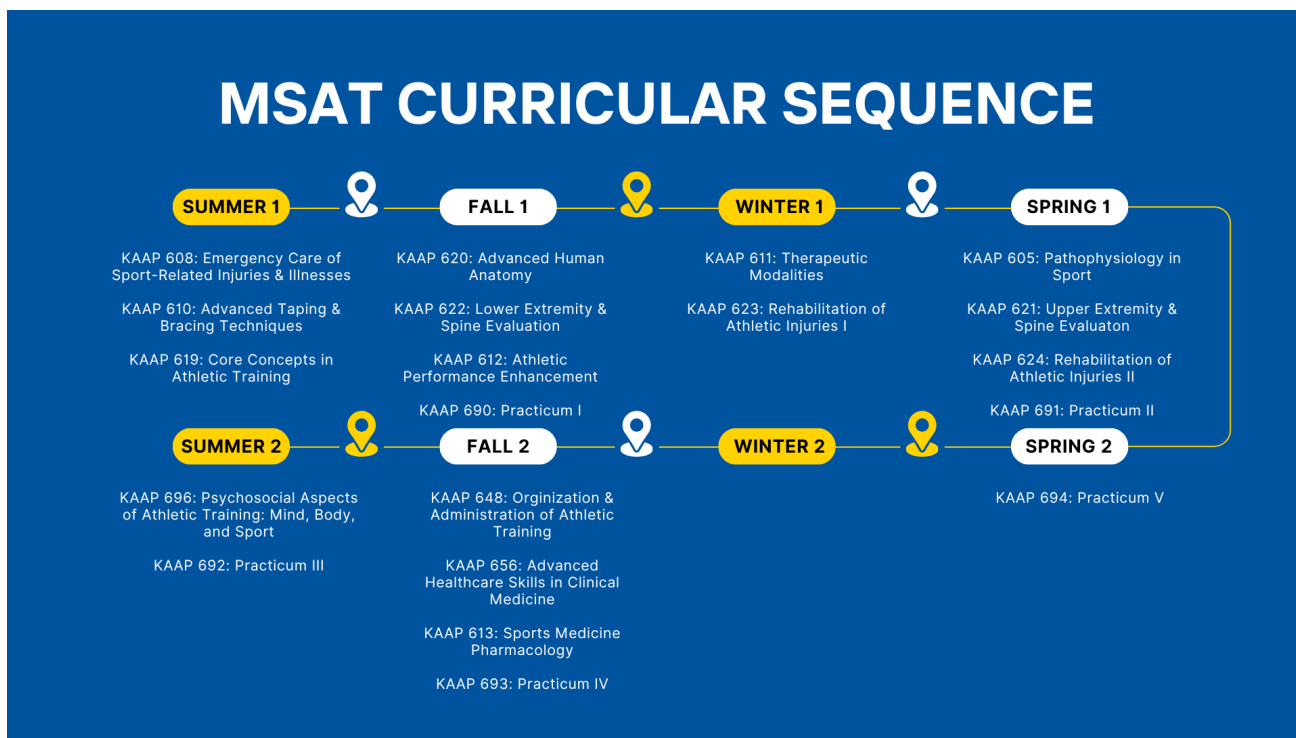
**Prerequisite Course Evaluation Policy:** The Athletic Training Program (ATP) utilizes a structured and consistent process to evaluate prerequisite coursework. The program's core faculty determine whether completed coursework satisfies prerequisite expectations based on alignment with the program's curricular plan, course content, credit hours, and level of rigor. For courses completed at other institutions, the program uses the University of Delaware's Transfer Course Matrix as the primary tool for determining equivalency. If a course is not listed or equivalency is

unclear, faculty conduct an additional review of official course descriptions, syllabi, and learning outcomes to ensure the coursework meets program standards. In some cases, students may be asked to provide supplemental documentation for review. Final determination of course equivalency rests with the program faculty.

Students are responsible for verifying completion of all prerequisites prior to registration, and all prerequisite coursework must be completed and approved before matriculation into the professional phase of the program.

## II. Clinical & Didactic Sequencing

To maximize the opportunity for development of competencies and clinical skill acquisition, sequential progression through the program is necessary. Therefore, the progression of ATP is lockstep in all didactic and clinical courses.



## III. Clinical Experience Requirements

A. Course credit: The University of Delaware (UD) defines graduate-level coursework as courses numbered at the 600 level and above. According to [institutional policy](#), courses numbered 600–699 are graduate-level courses that may be open to qualified, advanced undergraduates by permission of the instructor. Graduate courses are expected to reflect advanced academic rigor, emphasize critical analysis and synthesis of theory and practice, and require independent application of knowledge consistent with graduate study. This policy ensures that all graduate courses meet the expectations of the Graduate College, the University Faculty Senate Committee on Graduate Studies, and the U.S. Department of Education definition of graduate coursework. Each graduate-level course awards graduate credit and is transcribed as such by the

Office of the Registrar.

- B. Each of the clinical course syllabi describes objective criteria and deadlines for successful course completion.
- C. Clinical education occurs under the direct supervision of a preceptor identified by the ATP. The clinical rotations encompass a variety of practice settings and patient populations over the course of the clinical course sequence.
- D. Failure to complete required clinical hours will result in programmatic probation. Details of probation are outlined in Section VII of this section of this handbook.
- E. Please refer to Sections XI-XVI of the Athletic Training Program Specific Policies for additional information about clinical requirements.

#### IV. Clinical Experience Expectations

##### A. Professionalism

Athletic Training Students are expected to uphold exemplary professional standards in both appearance and conduct across all programming and clinical environments. These expectations serve to foster trust, safety, and effective collaboration among athletes, patients, preceptors, coaches, and clinical staff.

Students must demonstrate full attentiveness and active professional engagement **throughout all clinical responsibilities**. The use of cell phones or text messaging for non-rotation, non-clinical, or non-emergent purposes is strictly prohibited in the presence of athletes, patients, preceptors, and coaches. Similarly, informal postures or behaviors including “lounging,” reclining, or other actions that may be perceived as disengaged or unprofessional—are not permitted within clinical or athletic care settings.

For additional guidance, students should review the Professionalism Policy (Section XX, Athletic Training Program Specific Policies).

##### B. Respectful and Ethical Conduct

Athletic Training Students are expected to model a culture of respect, integrity, and ethical behavior throughout all clinical experiences. In alignment with program and clinical site policies, a respectful professional presence includes maintaining appropriate interactions with:

- Fellow students
- Faculty
- Preceptors and supervising clinicians
- Physicians and consulting providers
- Athletes and medical patients
- Coaches
- Administrative staff

Respect is demonstrated through professional attire, courteous and purposeful communication, situational awareness, appropriate language, and positive, composed demeanor. Students must also recognize the clinical context when engaging with preceptors

and athletes/patients while understanding that the timing, delivery, and tone of questions and conversation should support, rather than disrupt, clinical care or athletic preparation.

Professional dialogue and inquiry are encouraged when approached thoughtfully and aligned with patient care priorities and clinical workflow.

### C. Clinical and Administrative Engagement

Students are expected to maintain a consistently high level of involvement in all dimensions of athlete/patient care, as well as the administrative and operational duties associated with each clinical rotation.

Professional engagement includes, but is not limited to:

#### **Commitment to the Learning Environment**

- Contributing actively to a supportive, collaborative, and inquiry-driven clinical learning culture
- Applying foundational knowledge and previously acquired clinical competencies to emerging real-world cases
- Taking ownership of continued professional and personal development
- Seeking and integrating preceptor expertise to enhance both student learning and patient outcomes
- Advancing education across domains including:
  - Injury and illness prevention
  - Clinical examination, evaluation, and diagnosis
  - Immediate and emergency care
  - Therapeutic intervention, rehabilitation, and reconditioning
  - Organizational and administrative practice
  - Ethical and professional responsibility

#### **Participation in Clinical Site Operations**

Students are expected to assist proactively in maintaining efficient and safe clinical site function. Duties may include:

- Management and organization of electronic and paper-based patient records
- Compilation and review of treatment and rehabilitation documentation
- Maintenance of safe, clean, and fully operational clinical and athletic care spaces, including:
  - Cleaning and preparing hydration coolers and water bottles
  - Stocking and replenishing medical kits and taping stations
  - Folding and organizing linens and towels
  - Ensuring equipment readiness for clinical care
- Preparing and closing practice or competition venues with appropriate provisions, such as:
  - Water and hydration supplies
  - Ice
  - Fueling and recovery resources (e.g., sports nutrition or electrolyte solutions)

#### **Venue-Specific Training Requirements**

Students must complete all site- or venue-specific training requirements prior to participation in clinical and supplemental experiences at that location. These requirements may include, but are not limited to, site orientation, safety procedures, emergency action plans, and use of facility-specific equipment.

Verification of completion is required and is documented in the clinical orientation form that is completed at the start of each assigned rotation. Failure to complete required venue-specific training will result in ineligibility to participate in activities at that site.

#### D. Preparation and Dependability

Athletic Training students must demonstrate responsible planning, organizational skill, and reliability, ensuring that all clinical requirements are balanced alongside academic, personal, and family responsibilities. Expectations include:

- Scheduling preceptor meetings **at least 24 hours in advance** for evaluations, assignments, and clinical documentation review
- Leveraging current, ongoing clinical cases to support practical learning objectives and clinical proficiency assessments
- Practicing effective time management, including advanced planning for examinations and academic deadlines
- Requesting any non-emergent clinical rotation absence **no less than 2 weeks in advance**, unless unforeseen or extenuating circumstances are present

Students are responsible for maintaining consistent communication with clinical supervisors and preceptors regarding any factors that may impact clinical participation or performance.

#### E. Adaptability and Readiness for clinical practice

Clinical environments in athletic training are inherently variable and rapidly evolving. Students are expected to approach each rotation and clinical encounter with flexibility, resilience, and readiness to respond effectively to unexpected changes in schedules, clinical protocols, and patient care needs.

Athletic Training students should remain prepared for dynamic clinical demands and always maintain a solutions-oriented mindset.

### V. Attendance Expectations

Consistent participation is a foundational element of professional preparation within the ATP. Attendance is required and expected for all classes, lectures, laboratory sessions, and scheduled clinical education experiences. Students who are unable to attend must notify the appropriate course instructor and/or clinical preceptor as soon as practicable to discuss access to missed content and available options for academic or clinical remediation. Students should be advised that some clinical learning experiences are unique and may not be eligible for make-up. Course-specific attendance and remediation policies will be outlined in individual syllabi.

All absences, including those related to team travel, illness, religious observance, or other circumstances, must be formally documented in the ATP [Absence Submission Form](#) and accompanied by direct email notification to each affected course instructor. When required by instructors, the Program Director will provide official verification of university-related travel or representation, which may include a signed letter confirming missed dates.

Students are responsible for completing all missed academic work and proactively coordinating make-up scheduling for examinations, quizzes, assignments, or other required assessments, seeking instructor guidance as needed to resolve conflicts or questions, including those related to clinical scheduling overlap with academic obligations.

#### Excused Absence Recognition

Absences occurring on religious holidays published in University of Delaware calendars are automatically considered excused. For religious holidays not listed in institutional calendars, as well as absences related to athletic participation or other extracurricular activities in which the student is an official representative of the University of Delaware, the absence will be recognized as excused when the Absence Submission Form is completed prior to the date(s) missed, except in the case of unforeseeable or emergent circumstances.

### **University Closure**

If the University of Delaware closes due to inclement weather, infectious illness, or other unforeseen circumstances, students may be excused from attending their scheduled clinical rotation for the duration of the closure, consistent with program and clinical site guidance, and in accordance with posted travel and driving directives issued by the State of Delaware, with primary consideration given to student safety.

When the University remains open, students are expected to attend scheduled clinical rotations unless legitimate safety concerns related to travel or site conditions exist. Students who believe conditions may be unsafe must promptly notify their clinical preceptor, the program director and director of athletic training clinical education prior to the start of the clinical day. Determinations regarding excused absences, missed clinical hours, and rescheduling will be made in consultation with the program and may require verification of conditions or completion of make-up requirements. Failure to communicate in a timely and professional manner may result in the absence being considered unexcused and will result in suspension from clinical.

For inclement weather decisions specifically, students completing clinical immersion placements will follow the inclement weather and travel safety policies of their sponsoring clinical institution as the authoritative standard. For all other professionalism, attendance, device use, and conduct expectations, students are responsible for upholding both University of Delaware program policies and the standards of their assigned clinical institution, recognizing this as a shared professional obligation throughout their clinical education experience.

## **VI. Retention Policies & GPA Requirements**

A. A grade below a C- will not be counted toward the course requirements for the Master of Science in Athletic Training degree but is calculated in the student's cumulative grade point average. To be considered in good academic standing, a student must maintain a minimum cumulative graduate grade point average (GPA) of 3.00 on a 4.00 scale each semester.

B. Students enrolled in the MS-AT degree program who fail to meet minimum grade requirement standards may be placed on academic warning or probation by the Graduate College (see policy below) or may not be allowed to continue in the program (depending on severity).

C. Students may opt to drop from the program completely, finish their academic career with the Bachelor of Science degree, or attempt to retake the course(s) they failed to meet minimum grade requirements in. Retaking a course can *only* occur once and must occur in the next semester in which the course is offered.

D. To ensure compliance with the foundational coursework mandated by the 2020 CAATE Standards (Standards 54 & 55), all incoming students must meet the program's stated admission

requirements before entering the program.

E. Failure to comply with these stated requirements will result in programmatic probation. Details of probation are outlined in Section IX of this section of handbook.

## **VII. Clinical Competency of Athletic Training Skills and Knowledge**

Clinical competency is determined by completion of clinical projects, demonstration of clinical skills and knowledge in structured clinical practical exams, demonstration of content knowledge in comprehensive exams, clinical education contact hours, and final preceptor evaluations.

A. Comprehensive Written Exams: Students will complete a comprehensive exam as part of several of the Athletic Training Evidence-Based Practicum Courses (Practicum I, Practicum II, and Practicum IV). Content for this exam will include all previous clinical and didactic information presented in their course progression. These exams are meant to expose students to the types of questions found on the Board of Certification (BOC) exam and are not included in the formal grades for these courses.

B. Comprehensive Practical Exam: As part of Athletic Training Evidence-Based Practicum V, students will complete a comprehensive practical examination during their final semester before graduation. This cumulative exam serves as a summative evaluation of the students' readiness for entry-level clinical practice, requiring the integration of knowledge, psychomotor skills, and evidence-based clinical judgment. Administered in addition to the Board of Certification (BOC) exam, the comprehensive practical exam ensures that students meet program competencies and demonstrate the ability to manage patient care scenarios consistent with professional standards. Students must score 80% or better on this exam to fulfill this requirement.

C. Athletic Training Evidence-Based Practicum Courses I–IV are graded on a pass/fail basis, with all required clinical proficiencies needing to be completed at a minimum of 70% to earn a passing grade. Practicum V is a graded course in which all assigned clinical proficiencies must be completed at 80% or better. Across all practicum courses, students are required to meet the minimum number of clinical education hours for their assigned SP course and must achieve a final evaluation score of 80% or better with their clinical preceptor. These expectations ensure consistent skill development, professional growth, and appropriate progression through the clinical education sequence.

D. A student failing to demonstrate mastery at 70% of competency in Athletic Training Evidence-Based Practicum Courses I–IV, or 80% of competency in Practicum V, will be further evaluated for competency by the Program Director (PD), Director of Athletic Training Clinical Education (DCE), ATP faculty and clinical preceptors. If it is determined that a student needs remediation, a plan of action will be developed for the student, based on the needs as determined by the faculty and/or preceptors. This plan can include, but is not limited to:

1. Clinical Projects
2. Preceptor Evaluations
3. Student Driven Assignments
4. Didactic Quizzes

A student will not be allowed to progress in their academic sequencing until they demonstrate competency in required skills and knowledge and receive permission from the program director.

Note: A score of 'Pass' Athletic Training Evidence-Based Practicum Courses I–V does not guarantee demonstration of clinical competency in athletic training skills and knowledge.

## **VIII. Academic Misconduct Policy**

As outlined in the [Graduate Catalog](#): Academic honesty and integrity lie at the heart of the educational enterprise. Students are expected to do their own work and neither to give nor to receive assistance during quizzes, examinations, or other class exercises. One form of academic dishonesty is plagiarism. Students are urged to consult individual faculty members for explanation of procedures for taking tests, writing papers, and completing other course requirements so that students may fully understand their instructor's expectations. Because faculty and students take academic honesty seriously, penalties for violations may be severe, depending upon the offense as viewed by the Graduate Student Judicial System.

## **IX. Academic Probation: Programmatic Policies**

An athletic training student will be placed on probation within the program if any of the following occur. The student:

- A. Fails to maintain an overall GPA of at least 3.0 on a 4.0 scale for graduate students
- B. Fails to maintain academic progression in KAAP graduate courses. This could include:
  - 1. Not earning a grade of 'pass' or 'C-' or better in any KAAP graduate class
  - 2. Not earning a grade of 'pass' or 'C-' or better in two successive semesters or when the course is offered
  - 3. Not successfully completing clinical projects, evaluations, or other requirements of the Practicum Courses as outlined in Section IV
  - 4. Inadequate attendance at clinical education experiences, didactic courses, and/or required programmatic events
  - 5. Other actions deemed inappropriate by the ATP faculty
- C. Does not pass their Practicum Courses as outlined in Section IV of the Academic Standards & Related Policies.
- D. Violates the policies of this handbook, the graduate college bulletin, and/or NATA Code of Ethics
- E. Violates the Professionalism Section outlined in Section XX of the Athletic Training Program Specific Policies.
- F. Performs actions in a manner that is deemed unsafe clinical practice. Unsafe clinical practice is a serious violation which is outlined in further detail in Section XXIII of the Athletic Training Program Specific Policies and carries additional programmatic sanctions.

When a student is placed on probation, they will be notified in writing by the Program Director. The student will be required to meet with the Program Director and DCE to discuss their status in the program and plans for improvement. Additional parties may include other ATP faculty members and/or relevant clinical preceptors. A student on probation is not eligible for scholarship monies through the ATP but can still apply for external funding. If a student's

behavior does not improve during the first probation semester, their academic progression may be stopped.

A student will be allowed to progress in the program if they make a “C” in a course which does not serve as the prerequisite for a later course, but the student must retake the course the next time it is offered and receives a passing grade. If a student makes a “D” or “F” in a prerequisite course, their progression may be halted until a satisfactory grade is achieved in that course.

## **X. Academic Probation: Graduate College**

The Graduate College monitors the academic progress of all graduate students and notifies students in writing about all academic deficiencies. The cumulative GPA after each nine-hour increment determines academic standing. In addition to the University policy regarding minimum grade point averages, some departments require graduate students to maintain certain performance minimum in their programs of study in all or courses. Failure to meet the stated minimum may lead to academic dismissal from the program.

<b>If a student is on:</b>	<b>And earns a cumulative GPA of:</b>	<b>The status will become:</b>
Any status (or clear)	3.0 or above	Clear
Clear	2.99-2.5	Warning
Clear	2.49-2.0	Probation
Probation	Below 3.0	Dismissal
Warning	Below 3.0	Probation
Any status	Below 2.0	Dismissal

## **XI. Leave of Absence**

The University of Delaware offers graduate students flexibility to pause or discontinue their studies due to personal, medical, or professional needs, as well as parental responsibilities. Students are encouraged to speak early with advisors and supervisors to explore alternatives that may allow continued academic progress without a formal leave. Graduates may request one-term or one-year leaves for personal, medical, professional, or parental reasons, with extensions up to two years approved only in exceptional cases. All leaves require written approval from the Graduate College based on departmental recommendations, and medical leaves also need physician support. Full policies, deadlines, and procedures are available at this [link](#).

## **XII. Deferment**

Students seeking to defer their enrollment in the Program must submit a written request to the Program Director and clearly explain their reasons for deferment. Requests will be reviewed by program faculty in a timely manner. Except in extraordinary circumstances, enrollment may not be deferred for more than one year.

### **XIII. Withdrawal**

Students may voluntarily withdraw from the ATP and/or the University at any time. Any student who wishes to withdraw from a core course must petition the Program Director in writing. Compelling evidence of extenuating circumstances necessitating the withdrawal must be provided as the Department will not allow for the withdrawal solely for poor academic performance.

If the notification of the intention to withdraw from all registered courses is made after the free drop-add deadline, the student must request in writing permission to be withdrawn by the Graduate College. A tuition rebate is made only for course withdrawals made before the end of late registration in the fall and spring semesters and before the end of the first week of classes in either summer session. If a student withdraws unofficially, registration is continued until the end of the term and the student receives failing grades in all courses. Rights to any rebates to which the student might have otherwise been entitled are also forfeited. The full withdrawal policy can be found in [Graduate Catalog](#).

### **XIV. Graduate School Exit Requirements for Graduation**

A. Students must achieve an initial minimum grade of ‘pass’ or ‘C-’ in all required didactic courses. A grade of D plus (D+) or below does not satisfy the passing benchmark. Those that do not will be permitted to repeat the course *one time* to achieve the passing standard.

B. Students must have an overall cumulative 3.00 grade point average (“GPA”) by the end of the 2-year program in order to graduate with a Master of Science degree.

C. Students must achieve a Pass in all practicum courses by passing standards. Students who receive a grade of ‘F’ will not proceed in the curriculum, nor will they be provided the opportunity to repeat the clinical experience.

D. There are no decelerated curriculum options. If, under extreme circumstances, a change in academic progression needs to occur, the Program Director will govern academic progression.

E. [Application for Advance Degree](#) must be completed before February 15<sup>th</sup> of the graduation term for the Master of Science degree.

### **XV. Dismissal**

The Graduate College notifies students when they are dismissed from graduate programs without completing a degree. Dismissals usually take place at the end of a term. Students may be dismissed for the reasons listed on the graduate college policies website and the following:

- Achieving a grade less than ‘pass’ or ‘C-’ during the *repeat* (second attempt) of any required didactic course will result in a recommendation for dismissal from the Program to the Office of Graduate and Professional Education.
- Inability to obtain an overall cumulative 3.00 GPA and an overall 3.00 GPA in courses required for the degree within the 2-year established timeframe for completion of the AT degree will result in a recommendation for dismissal from the Program to the Office of Graduate and Professional Education.
- In addition to the factors above, faculty may also vote to recommend dismissal of a student to the Office of Graduate and Professional Education for reasons including, but not limited to:
  - Inability to function adequately in a professional capacity.

- Inability to demonstrate competence or to ensure patient safety despite reasonable and appropriate accommodation of a qualifying physical and / or mental health problem as outlined in the Technical Standards
- Behavior determined illegal, unethical, or so objectionable as to be inconsistent with the suitability for the AT profession as outlined in Section XX of the Athletic Training Program Specific Policies
- Inability to obtain needed clearance for participation in course-specific settings given findings within the criminal background report that are unable to be resolved.

In the case of academic dismissal, the student may appeal the termination by writing to the Graduate College. This appeal must be made within 10 class days from the date on which the student has been notified of academic dismissal. The vice provost will review the appeal and may either uphold the dismissal, grant reinstatement, or refer the case to the Graduate Hearing Board for resolution. If the vice provost grants reinstatement, the student must meet the conditions of the reinstatement. Failure to meet these conditions will result in dismissal from the program. A graduate student may be reinstated only once to a given major. The student’s academic transcript will reflect the reinstatement with the appropriate academic probation status. The full dismissal policy can be found [here](#) in the Graduate Catalog.

**XVI. Grievance Policy**

Students who believe a course grade or academic decision is unfair may file a formal grievance. The process starts with an attempt at resolution directly between the student and the faculty member. The University expects faculty to meet with the student within 10 working days if a conversation is appropriate. If that meeting does not occur, is not suitable for the situation, or does not resolve the concern, the student may submit a written appeal to the department chair for mediation, followed, if needed, by a review from the dean and a formal hearing panel. Students should seek guidance from the Graduate College (graduate) if they are unsure which department or administrator to contact.

Points of Contacts for Grievance Reports		
David Edwards, Chair KAAP Department	Jillian Trabulsi, Interim Dean College of Health Sciences	Gary T. Henry Interim Vice Provost for Graduate and Professional Education

If a hearing is held, both the student and faculty member may share written materials, call witnesses, ask questions, and receive support from a University-approved advisor. Hearings are recorded and lead to a written decision. If either party disagrees with that outcome, the case may be appealed to the Faculty Senate’s Academic Appeals Committee, whose ruling is final. Grade changes occur only through agreement between the student and faculty member or through written approval at designated appeal stages, including department chair decision, dean review, or Faculty Senate committee approval. The University Registrar has authority to update grades only in those approved circumstances. The full grievance policy, including deadlines, panel structure, and required documentation, is available in the faculty handbook in [Section 3.1.10 \(Grade Grievance and Other Academic Complaints\)](#).

## Athletic Training Program Specific Policies

### I. Academic Calendars

Students are advised to consult the University's [published academic calendar](#) at the beginning of each term. The calendar, maintained by Academic Affairs and available on the University website, provides authoritative dates for semester commencements, recesses, examinations, and critical academic deadlines.

For summer term coursework, the program observes a distinct University-approved calendar aligned to the same academic duration, with alternate start dates from the publicly posted version. Students are formally notified of these summer start dates through all program communications and corresponding course syllabi calendars.

### II. Academic Curriculum & Course Sequencing

Please refer to Section II of the Academic Standards & Related Policies.

### III. Admissions Process

Please refer to Section I of the Academic Standards & Related Policies.

### IV. Program Costs

Additional fees and ancillary charges may be incurred by students enrolled in the Athletic Training Program, separate from standard tuition costs. These costs, listed below, are associated with programmatic requirements and professional preparation. Updated university fees can be found [here](#).

Please note that drug test screenings are *not* universally mandated by the program and are required only when necessary for clinical placement at a designated clinical site. Determination of such requirements is contingent upon the compliance standards of the clinical placement facility. Students will be notified in advance of any applicable fees or site-specific screening obligations.

Fee Name	Fee Amount	Additional Notes	Semester(s) Charged
KAAP 620 Lab fee	\$300		First Fall
Clinical Lab Supplies	~\$90	Covers sling bag, scissors, CPR mask, penlight	First Summer
CPR & First Aid Certification	\$40		First & Second Summer
ATrack Subscription	\$45 annual or \$90 lifetime	Tracking software for clinical hours, program documents, clinical proficiencies, and preceptor evaluations	First & Second Summer (for annual) or First Summer only (for lifetime)
BOC Exam Registration	NATA Members: \$75	Non-Refundable fee to register for the Board of Certification (BOC) exam	Second Spring

	Non-NATA Members: \$100		
BOC Exam	\$375	Cost for first time exam and retakes (if needed)	Second Spring
Advanced Degree Application for Graduation	\$50	Add link here	Second Spring
Immunization Maintenance	\$0-\$250	Depending on personal health insurance; for a majority of students, their insurance covers most if not all of the immunizations.	First Summer & Second Summer
Background Check/Drug Screening	\$0-\$90	Off-campus clinical sites require additional student screening	May be required for all clinical rotations off campus
TB (PPD) Testing	\$20	Students completing off-campus clinical rotation are REQUIRED to have a negative (-) TB (PPD) test. These can be conducted at UD's Student Health Center, UD's Sports Medicine Clinic, or by a physician's office of the students choosing. TB test results are valid for 1 year from the date of the test.	First Summer & Second Summer
Travel	Variable	Please refer to Section XIII of the Athletic Training Program Specific Policies regarding travel expectations	Every semester
Apparel	\$125-\$500	~\$30 per polo, \$45 per sweatshirt, \$130 per coat, \$50 for raincoat and rain pants and other additional clothing cost	First Summer & Second Summer
NATA Student Membership	\$97	Students should plan to join the NATA during the First Summer and renew membership ahead of the Second Spring due to NATA's new student membership structure. By becoming a member of the NATA, you are automatically enrolled as members of the regional organization (Eastern Athletic Trainers' Association) and the Delaware Athletic Trainers' Association.	First Summer & Second Spring
ATSA (UD Student AT Association)	\$5/semester or \$10/annually		First & Second Summer (for annual, or each semester

## V. Program Catalogs

In addition to the program and university policies outlined in this handbook, students should consult the [Graduate Catalog](#) for the most current and comprehensive academic information.

The catalog is reviewed and updated annually and contains the most up-to-date details on degree requirements, course descriptions, policies, and procedures.

## **VI. Criminal background check policy**

Some off-campus clinical rotation sites may require students to complete a background check prior to participation. Students are only obligated to complete a background check if it is specifically required by their assigned clinical rotation site. Any fees associated with the background check are the responsibility of the student and must be paid directly to the screening provider selected by the student or required by the site.

Students are encouraged to plan ahead and allow adequate processing time to ensure rotation clearance is not delayed. The university and program do not cover background check costs unless otherwise stated by the clinical partner.

Questions regarding site-specific requirements should be directed to the DCE.

## **VII. Degree Requirements**

Please refer to Section XII of the Academic Standards & Related Policies.

## **VIII. Financial Aid Opportunities & Financial Assistance Policy**

The program does not provide direct financial assistance to students enrolled in the program. However, students have access to a variety of external funding options, including scholarships and educational loans. Students may also choose to pursue educational loans through federal or private loan providers to support the cost of tuition and living expenses while in graduate study. The university's [Office of Financial Aid](#) can assist graduate students with loan counseling, FAFSA completion, and general financial planning.

There are scholarship opportunities available at the national, district, and state levels, offered through professional associations. Program Faculty will make all students aware of these opportunities, as well as deadlines for submission, in a timely fashion. In addition, multiple program-specific scholarships are available to eligible students. Students apply via Qualtrics no later than March 1<sup>st</sup>. Descriptions and criteria for the awards are linked below.

- A. [Joan Couch Athletic Training Scholarship](#)
- B. [Lee J. Hyncik Athletic Trainer Achievement Award](#)
- C. [Keith Handling Scholarship Award](#)
- D. [Dr. Julie Moyer-Knowles Award](#)
- E. Paris Delligatti Memorial [Paris Delligatti Memorial Scholarship](#)

## **IX. Grade Policies**

Please refer to Sections VI-X of the Academic Standards & Related Policies.

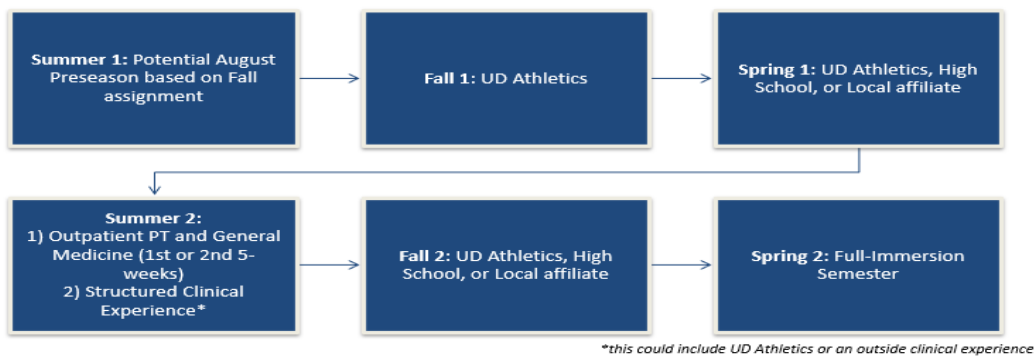
## **X. Immunization Requirements**

All students must provide proof of Hepatitis B (Hep B) vaccination prior to the start of

KAAP620 lab. This [form](#) should be submitted to both the ATP and the instructors of KAAP620.

## XI. Athletic Training Clinical Experiences

Clinical education occurs under the direct supervision of a preceptor identified by the program. Collectively, the clinical rotation requirements outlined below are designed to meet program accreditation expectations and explicitly fulfill Standards 16, 17, and 18 in the 2020 edition of the curricular standards as established by the Commission on Accreditation of Athletic Training Education.



## XII. Schedule Policy for Supervised Clinical Rotations

The students supervised clinical schedule each semester will be determined by the specific site and preceptor. ATS are required to have one day off in each 7-day period. Weekly time logs must be approved by the clinical preceptor at the end of each month via ATrack. Time logs that are not approved will not be counted in the overall total for the semester. See the specific practicum syllabus for more detailed information regarding clinical scheduling.

Students enrolled in KAAP690 & KAAP693 may be required to begin their clinical rotation prior to the start of the fall semester if the rotation to which they are assigned will begin prior to the beginning of classes. Students enrolled in KAAP691 & KAAP694 may be required to begin their clinical rotation prior to the start of the spring semester if the rotation to which they are assigned will begin prior to the beginning of classes.

The clinical rotation will end on the final day of classes at the end of the semester. A student may decide to continue with the preceptor / team if the team's competitive season extends beyond the last day of classes. This is not required.

### Countable Clinical Hours

Clinical education experiences should be educational in nature. The following activities are considered educational in the context of clinical education for the athletic training program and thus may count towards clinical education experience hours:

- Providing direct patient care
- Setup/breakdown of equipment that relates to patient care (e.g., equipment for practices/competitions, etc.)
- Attending practice or competitions

- Performing preceptor assigned duties that are educational and professional in nature

The following activities are not considered clinical experiences and thus are not to be counted towards clinical education experience hours:

- Travel time to/from a venue
- Activities not supervised by a UD athletic training program approved preceptor
- Time spent studying or socializing during periods of “down time” at clinical sites
- Time spent in pre/post-competition meals
- Unapproved clinical activities

Note: Including secondary or supplemental clinical experiences as part of countable clinical hours are reviewed and approved by the Director of Athletic Training Clinical Education (DCE) on an individual basis.

### **XIII. Student Travel Policy: Academic Eligibility**

Graduate athletic training students must be in good academic standing to participate in any overnight travel sponsored by the program or the university that requires them to miss scheduled in-person classes or on-campus academic obligations. Students whose academic performance places them in academic jeopardy will not be permitted to participate in such travel until they have demonstrated that they meet the required academic standards. This policy specifically covers all university-sponsored activities that involve time away from campus overnight, such as off-campus clinical rotations, athletic event coverage, professional conferences, and workshops, where attendance would result in absence from regularly scheduled coursework or class meetings. Additional information for this policy can be found in Appendix A of this handbook.

### **XIV. Clinical Immersion**

Immersive clinical education is formally defined by the CAATE as a practice-intensive experience that enables students to engage in the totality of patient care provided by athletic trainers. Clinical immersion is designed to promote a comprehensive understanding of continuous, coordinated, and longitudinal patient management through sustained exposure to the profession. Throughout the immersion period, students actively participate in the day-to-day and week-to-week responsibilities of a licensed athletic trainer, with an intentional focus on clinical decision-making, patient care continuity, interprofessional collaboration, and the broader operational demands of professional practice.

These immersion experiences occur during the Winter/Spring semester of the student’s final year in the program. Students are required to complete an average of **35–40 clinical hours per week** over a **minimum period of 15 weeks** and must accrue a **minimum of 525 total clinical hours within the semester**. Clinical immersion may begin as early as January and concludes in mid-May, aligning with the academic calendar and culminating prior to program completion. This clinical sequence provides the student with a full-scope professional experience that supports advanced competency development, professional identity formation, and readiness for independent clinical practice. The program encourages students to consider immersion pathways early, with initial site exploration beginning as soon as the first year of study.

With guidance from the DCE and the broader athletic training faculty, students identify a clinical immersion site aligned with their individual professional goals, expectations, and future aspirations. Immersion sites should be formally confirmed no later than the start of

the second-year fall semester. The University of Delaware Athletics department participates fully in the clinical immersion process and offers a valuable, cost-effective option for students seeking to remain near campus. Immersion placements within this pathway require submission of an annual application, with deadlines determined each academic year. A curated directory of existing approved immersion sites and professional contacts is available [here](#) to support informed site selection. Students may attend immersive experiences at sites not currently listed and must consult with the DCE to ensure proper contracts are completed prior to the experience.

Once a clinical immersion site has been identified, students work directly with the DCE to secure all required approvals, confirm clinical alignment, and ensure completion of all mandatory legal agreements, institutional paperwork, and onboarding expectations. All placements must satisfy Athletic Training Clinical Education Standards 16, 17, and 18 as outlined in the 2020 standards edition by the CAATE. Final approval of all clinical immersion assignments remains at the discretion of the Program Director and the DCE and is based on programmatic fit, compliance completion, and site readiness for student immersion.

#### **XV. Clinical Immersion Expectations**

Professional expectations governing clinical immersion are designed to uphold program accreditation requirements and ensure continuous monitoring, structured mentorship, and full-scope professional integration. Students completing clinical immersion placements outside of campus or the surrounding clinical community are required to maintain regular, proactive communication with the DCE via telephone, text messaging, video conferencing, and professional electronic correspondence, including e-mail. In parallel, the DCE will sustain an ongoing dialogue with each student's supervising clinical preceptor to evaluate clinical advancement, professional development, and overall readiness for independent practice.

For students engaged in immersion experiences on campus or within the surrounding community, direct engagement occurs on a longitudinal, face-to-face basis given geographic proximity. Immersion students within these settings may receive ongoing in-person site visits, clinical evaluations, and professional mentorship interactions led by the DCE to support continuous clinical integration and ensure progression across required proficiencies.

At the conclusion of the clinical immersion sequence in mid-May, all students must return to the University campus to complete a formal clinical debriefing session with the DCE. Additionally, students must participate in a structured exit interview with the Program Director, during which students are required to verify completion of all programmatic documentation for formal review. Following confirmation of clinical hours, completion of the cumulative practical exam, and final program approval, students are expected to participate fully in departmental and university commencement ceremonies. Please refer to Section V.B of the Academic Standards & Related Policies for more information regarding the cumulative practical exam.

#### **XVI. Clinical Dress Code**

Students are to adhere to the program dress code during all observation experiences, supervised practices, and scheduled clinical/educational interactions with preceptors (including proficiency

demonstration and simulations). Students must maintain a professional appearance that enables them to perform their duties efficiently and safely. Clothing must provide appropriate coverage and not interfere with the performance of athletic training skills to include, but not limited to: CPR, evaluations, stabilizations, instruction of therapeutic exercise, etc. General guidelines are provided below, but specific dress code requirements should be reviewed at the beginning of each scheduled clinical rotation as part of the required orientation form.

**The following clothing should be worn in the athletic training room:**

- Clothing will be guided by your preceptor and clinical site. If the expected appearance at a clinical site is more restrictive, that is the policy that is to be followed.
- Shorts **MUST** be appropriate length and not restrictive/excessively tight. (Mid-thigh to just above the knee, **MINIMUM** 5-inch inseam)
  - Acceptable colors: khaki, navy blue, black, and gray
- Closed toe shoes and socks.
- Hats should be worn outside only and only if they have a University of Delaware logo and/or current clinical rotation
- Clothing should be clean and in good condition without rips/tears
- The Athletic Training Students must wear their name badge indicating that they are an athletic training student at all non-UD athletic clinical sites (ex. PT clinics, general medical facilities & high school and immersion sites). The Athletic Training Students will be required to purchase a name badge upon admission to the program. Loss of the name badge/tag or a name change will require the Athletic Training Student to purchase a new name badge/tag at his or her expense.

**The following clothing should not be worn in the athletic training room:**

- Jeans
- Sweat/wind suits
- Workout shorts/Athleisure wear/leggings/yoga-type pants/biker shorts
- Clothing with fraternity or sorority insignias
- Flip flops/Sandals

**Additional Comments:**

- Dress code should be addressed at the beginning of each scheduled clinical rotation and discussed as part of the clinical orientation form.
- UD athletic training clothing should not be worn out at night.
- Personal hygiene is a must in any health care profession. Your appearance will not only be noticed by the clients but also by staff members.
- Athletic training students who do not comply with appearance guidelines may be sent home from their clinical site to correct the infraction. A pattern of inappropriate dress will result in a violation of the professionalism policy outlined in Section XX of the Athletic Training Program Specific Policies.

**XVII. Social Media Policy**

Social media influences both personal and professional spheres. This policy establishes expectations for responsible digital engagement across all platforms, including social networking sites, video-sharing services, blogs, and emerging technologies. As a student in the ATP, you are a representative of the University of Delaware and the ATP in all public-facing digital activities. Online profiles and posted content, including material shared by others and associated with you, should reflect the character, professionalism, and career

aspirations you intend to demonstrate to athletes/patients, faculty, preceptors, and future employers.

Although privacy settings may limit some visibility, digital content should always be considered public and permanent. Students must therefore exercise careful judgment to ensure that all online activity aligns with ethical practice standards, legal compliance, and professional goals.

Students are expected to uphold the following principles:

- Refrain from sharing any content that may violate patient or student privacy laws, including HIPAA or FERPA-protected information. When in doubt, do not post.
- Do not share content that could be perceived as harassing, discriminatory, inflammatory, obscene, or otherwise professionally inappropriate.
- Do not misrepresent your clinical knowledge, qualifications, or level of professional preparation.
- Avoid posting private, controversial, or negative commentary regarding clinical sites, preceptors, or affiliated personnel.
- Adhere to all copyright laws and fair use standards.
- Maintain respectful communication and demonstrate consideration for others, both online and in clinical environments.
- If engaging in legal alcohol consumption, avoid wearing University of Delaware program-branded apparel in any posted images that could negatively impact institutional or program reputation.
- Use electronic devices in classroom and clinical environments solely for approved educational or medical documentation purposes. Non-approved use is prohibited and may result in clinical removal.

#### Accountability and Enforcement

The University of Delaware faculty and ATP preceptors do not conduct routine monitoring of student social media accounts. However, students hold responsibility for:

- Reporting known or suspected policy violations to program administration
- Maintaining digital conduct that upholds program professionalism standards
- Removing or correcting content that may conflict with this policy

If a reported concern is submitted, program faculty will review and investigate accordingly. Preceptors reserve the right to remove a student immediately from a clinical rotation if this policy or facility expectations are breached. Confirmed violations may result in corrective action and, depending on severity, may be grounds for further sanctions up to program removal under Unsafe Clinical Practice Standards (Section XXIII of the Athletic Training Program Specific Policies).

This policy may evolve as technology advances; however, its commitment to ethical, professional digital conduct will remain unchanged.

### **XVIII. Transportation Policy**

Student-athletes who are unable to independently arrange transportation to a medical appointment are encouraged to proactively coordinate rides with trusted friends or teammates to support timely access to care. When a student-athlete elects and consents to have an athletic training student accompany them into their appointment as an observational

learning opportunity, and the student-athlete expresses comfort with this participation, the Athletics Program may authorize the use of institutional transportation (e.g., the athletics van) for that purpose. Additional educational or clinical shadowing opportunities may be considered when aligned with student learning objectives and patient autonomy.

For professional liability, safety, and boundary preservation, athletic training students are prohibited from using personal vehicles to transport or accompany student-athletes or patients to appointments.

## **XIX. Technical Standards**

The Technical Standards document must be reviewed annually and formally acknowledged with signed confirmation prior to entry into and continued participation in the ATP. Students are responsible for maintaining a current signature and must submit an updated acknowledgment if changes in health status may affect their ability to meet the Technical Standards requirements. If a student becomes unable to meet the Technical Standards at any time during program enrollment, they must obtain a medical evaluation and clearance from a licensed physician before progressing in the program.

Students seeking accommodations to fulfill the Technical Standards must obtain official verification from a licensed physician or the appropriate institutional disability officer, in accordance with sponsoring institution policy. Verification must confirm that approved and adequate accommodation has been provided to support the student in meeting the applicable standards, as outlined under sponsoring institution regulations.

A copy of the technical standards form can be found in Appendix B of this handbook.

## **XX. Professionalism Policies**

Athletic Training students are entering a profession defined by rigorous ethical and behavioral standards. The journey toward professional practice begins at the moment of enrollment in the ATP at the University of Delaware. Accordingly, students are expected to cultivate and consistently demonstrate conduct, communication, and decision-making that reflect the values and responsibilities of a future healthcare professional.

Grounded in the [NATA Code of Ethics](#) and aligned with program policy, students must uphold clear, respectful professional boundaries in all athletic training environments. These expectations apply across classroom, laboratory, and clinical education settings, and serve to promote a culture of integrity, collaborative learning, and exceptional patient care. All students sign the [Professional Conduct Statement](#) annually.

### Core Expectations of Professional Conduct

Athletic Training students must adhere to the following standards:

- Demonstrate honesty, accountability, and respect in all actions, including the safeguarding of personal and institutional property and materials.
- Engage in all clinical-related communications with professionalism, discretion, and respect for patient dignity and confidentiality.
- Maintain punctuality and preparedness for all academic and clinical assignments, including familiarity with applicable attendance policies.

- Refrain from the use of nicotine or vaping products on clinical grounds under any circumstances.
- Uphold all site-specific clinical rules and operational expectations as outlined during orientation and onboarding.
- Wear attire appropriate to the clinical environment, following the established in Section XVI, Clinical Dress Code. Clothing that is provocative, excessively worn, or otherwise unsuitable for a medical care setting is prohibited.
- Conduct all interactions within athletic training facilities as befits a clinical healthcare environment, maintaining professional demeanor, appropriate language, and clinical attentiveness at all times.
- Do not pursue or establish social media connections with athletes, patients, or clinical supervisors during the duration of clinical assignments.
- Avoid language or behavior that could be perceived as harassing, discriminatory, intimidating, or unprofessional.
- Abstain from any use of substances in a manner that may compromise clinical judgment, professional responsibility, or patient safety.
- Do not access athletic training facilities for personal care during scheduled times designated for athlete or patient use.
- Refrain from any conduct, conversation, or relationship, consensual or otherwise, that introduces sexual or romantic involvement during clinical rotations, travel, or any setting in which you are acting in your role as a student clinician.

### **Prohibited Relationships & Required Disclosures**

Students are encouraged to proactively disclose any close personal friendships or relationships that could influence clinical placement, evaluation, or patient care interactions, so that assignment decisions can be guided by the program's commitment to objectivity, equity, and the welfare of both students and those served in the clinical environment.

Additionally, to protect clinical objectivity and preserve patient trust, students may not engage in social or romantic relationships with individuals under their clinical care or supervision, including:

- Athletes or patients
- Preceptors, supervisors, or evaluating clinicians
- Coaches or other athletics staff personnel

Such relationships, even when consensual, present inherent conflicts of interest and undermine the therapeutic alliance essential to clinical care and are therefore prohibited.

Students currently in a personal relationship with another Athletic Training student will not be assigned to the same clinical rotation and must disclose the relationship to the Program Director promptly upon recognition. Suspected or confirmed violations should be reported immediately to the Program Director.

For questions, relationship disclosures, or to report a policy concern, students must contact the Program Director directly.

## **XXI. Confidentiality**

Students must achieve passing scores on both HIPAA and FERPA examinations annually prior to participation in clinical education experiences or clinical immersion assignments.

These examinations will be distributed electronically via email by the University of Delaware Athletic Training Program and students sign a [confidentiality statement](#) each year.

Client and patient medical records are classified as legal documents. All entries, updates, and clinical documentation must be factual, precise, and completed with the highest standard of accuracy. The contents of any client or patient chart are strictly confidential and may not be shared, discussed, or disclosed with unauthorized individuals or parties without the documented consent of the client or patient.

Information entrusted to students during patient interactions, whether clinical, personal, or health-related in nature, must not be repeated except to authorized members of the University of Delaware Athletic Training Program faculty and staff. Program faculty maintain the right to guide the student in determining whether specific information warrants clinical escalation, including communication with a supervising physician or the athletic trainer responsible for care.

Students must maintain vigilance in preserving privacy in all shared and public spaces, including hallways, clinical corridors, dining facilities, and community environments, to ensure that sensitive conversations are not overheard or inadvertently exposed. Students are required to honor patient autonomy and the fundamental right of every individual to withhold personal information. Students must take active steps to avoid intrusion, assumption, or action that could be interpreted as violating personal, medical, or situational privacy.

For academic assignments, case studies, and clinical skill evaluations, students must reference athletes and patients only by use of a pseudonym or descriptive language only, except where otherwise directed for approved educational or clinical proficiency assessment. The use of full names or identifiable personal information in coursework submissions is strictly prohibited. To align with professional boundaries and ethical patient care, students must also ensure that all interactions, discussions, and clinical observations remain compliant with institutional privacy standards reflective of the sponsoring clinical organization.

## **XXII. Professionalism Probation Guidelines**

Students may be placed on programmatic probation for lack of adherence to professional standards and behaviors. Guidelines for programmatic probation can be found in Section IX of the Academic Standards & Related Policies. Examples include, but are not limited to:

- Inappropriate behaviors during clinical education experiences
- Lack of adherence to professional appearance policy
- Inappropriate communication and interactions with peers, faculty, and preceptors
- Failure to meet minimum technical standards of the program
- Violations of academic integrity
- Violations of posted clinical site rules, including strict no-vaping/no-smoking/no-tobacco policies. This includes, but is not limited to, the use of cigarettes, vapes, chew, and other tobacco products
- Violations of the Board of Certification (BOC) [Standards of Professional Practice](#), Commission on Accreditation of Athletic Training Education (CAATE) [standards](#), National Athletic Trainers' Association (NATA) [Code of Ethics](#), and/or Delaware Athletic Trainers [Practice Act](#)

- University of Delaware Athletic Training Student Handbook
- University of Delaware Student [Code of Conduct](#)

Athletic Training Students will be evaluated on professional behavior at the end of rotation evaluation form that will be completed by the preceptor. This evaluation weighs heavily on the student's grade for clinical experience courses.

Preceptors have the right to immediately remove a student from a clinical rotation if the rules of the facility or these policies are not followed. Violations of the above statements will be reported to the Program Director and could be grounds for permanent removal from the site and/or ATP depending on the severity of the violation. Additional information can be found in Section XXIII of the Athletic Training Program Specific Policies, Unsafe Clinical Practice.

### **XXIII. Unsafe Clinical Practice & Sanctions**

Definition: Unsafe clinical practice is behavior or clinical engagement, including acts, omissions, or conduct, that compromise or places at risk the life, health, or safety of a patient/client, or fails to uphold the professional and ethical standards required of an athletic training student in training. Unsafe practice includes, but is not limited to, the categories below.

#### **A. Compromising Patient or Client Safety**

Actions that may result in unsafe or ineffective care include:

- Failure to appropriately supervise tasks performed by individuals working under the student's direction.
- Accepting or assigning delegated clinical functions beyond the student's level of training when safety or effectiveness of care could reasonably be compromised.
- Failure to apply clinical judgment consistent with the expected level of competence for the student's stage of education.
- Failure to demonstrate technical competence in the delivery or documentation of clinical care.
- Performing unfamiliar or new clinical techniques or procedures without proper training, preparation, and preceptor approval.
- Failure to report observed unsafe or illegal clinical conduct through appropriate clinical and program channels.
- Participating in or initiating patient care activities that fall outside the scope of standardized, supervised athletic training practice.
- Allowing personal physiological or mental health status to interfere with safe clinical participation.
- Violating patient or client confidentiality in any environment where privacy is reasonably expected.

#### **B. Unprofessional or Ethically Non-Compliant Conduct**

Unprofessional conduct is behavior that deviates from accepted professional standards and may erode patient trust, clinical integrity, or the reputation of clinical partners and the University of Delaware Athletic Training Program. This includes:

- Inaccurate, falsified, altered, or misleading clinical records or program documentation.
- Verbal, written, digital, or physical conduct that is abusive, harassing, discriminatory, or intimidating toward patients/clients or clinical personnel.
- Misrepresentation or falsification of program-required forms or compliance materials.
- Departing from a clinical assignment without appropriate notification to supervising personnel.
- Conduct that is sexual, seductive, exploitative, or may reasonably be interpreted as inappropriate romantic or sexual behavior during clinical participation.
- Attempting to obtain money, property, services, or gifts from patients/clients through deception, pressure, or undue influence.
- Participating in billing, documentation, or clinical decision-making processes for financial or personal gain.
- Allowing personal beliefs or value systems to interfere with patient care or equitable clinical treatment.
- Failure to follow posted clinical site rules, policies, or safety protocols.

### C. Misaligned Role Expectations

Students are learners, not staff, and may not engage in clinical activities that imply or require unsupervised clinical authority or function. Prohibited activities include, but are not limited to:

- Providing patient treatments, sideline coverage, or athletic event care without direct preceptor or supervising clinician presence.
- Making independent medical diagnoses or return-to-play determinations without direct supervision.
- Being scheduled for excessive clinical hours without institutional safeguards including rest periods and a minimum of one full day away from clinical duties per week.
- Receiving compensation, gifts, or payment of any kind for clinical athletic training services performed during program or clinical education activities.

### **Sanctions**

Unsafe clinical practice is a breach of academic and professional standards and is subject to formal review by program faculty and clinical leadership. Program faculty may impose one or more of the following sanctions based on severity and context:

- Immediate removal or suspension from the clinical environment
- Required remedial learning activities or professionalism development plans, structured to reinforce clinical competence and patient safety.
- Dismissal from the clinical experience course or rotation.
- Academic failure (“F” grade) in the clinical course, with potential dismissal from the Athletic Training Program.

## **XXIV. Disciplinary Actions**

Athletic Training Students who fail to adhere to the ATP policies and procedures governing the clinical experience may be subject to consequences as set forth in the [Yellow Card Infraction Policy](#).

## **XXV. Additional Programmatic Policies**

### **A. Blood-Borne Pathogen Protection**

The University of Delaware affirms that students and faculty have the right to a clinical learning environment safeguarded from all reasonably preventable health and safety risks. Through ongoing education, evidence-based planning, and structured clinical protocols, students are equipped with current guidance to respond effectively to infectious illness and bloodborne exposure hazards.

Direct exposure to blood, body fluids, or potentially infectious materials through skin, mucous membranes, or parenteral contact poses a risk for the transmission of infections, including those classified under the bloodborne pathogens. To mitigate transmission risk and minimize exposure during clinical participation, the following [protective policies and procedures](#) are in effect and must be followed by all Athletic Training Students. The full University of Delaware Exposure Control Plan can be found [here](#).

### **B. Communicable and infectious disease transmission procedures**

A communicable disease is defined as any illness or condition capable of being transmitted from one individual to another, either directly or indirectly. The CDC identifies four primary modes of transmission: direct physical contact, airborne transmission, vehicular transmission (ingestion or injection), and vector transmission (insect or animal carriers).

Given the diverse environments in which clinical education occurs, Athletic Training Students may encounter communicable diseases through multiple exposure pathways during their required rotations. In recognition of these risks, the Athletic Training Program has established the following [policies and procedures](#) to reduce the likelihood of disease transmission and to promote a safe clinical learning environment.

### **C. Photo & Media Release**

The University of Delaware values transparency and celebrates student engagement, while safeguarding personal rights and media preferences. Students participating in program activities, clinical education, and affiliated events may be included in photography, video, or media recordings. To support informed consent and appropriate media use, all students are provided the opportunity to formally authorize or withhold permission through the [UD Photo Release Form](#). Completion of the photo release is voluntary, and preferences will be respected in accordance with institutional policy.

### **D. Emergency Cardiac Care Training Requirement**

All students are required to maintain current certification in cardiopulmonary resuscitation (CPR) as a condition of program participation. Proof of valid CPR certification must be submitted as part of the application process. Students will complete annual CPR recertification as part of required summer program meetings. Continued enrollment in the program and participation in athletic training activities and supplemental clinical experiences is contingent upon maintaining current certification. Failure to obtain or maintain current CPR certification will result in inability to participate in athletic training and clinical experiences until documentation is provided.

#### E. Equipment Maintenance and Calibration Policy

All equipment used in clinical and didactic laboratory settings must be maintained and calibrated in accordance with manufacturer guidelines to ensure safe and effective use. Clinical preceptors are responsible for providing documentation verifying that equipment at their sites meets these standards. Students will review and confirm this information as part of their clinical orientation form. Program faculty monitor compliance through regular review of preceptor-submitted data and verification during clinical site evaluations. Failure to demonstrate compliance may impact a site's eligibility for student placement.

#### F. Sanitation and Hand Hygiene Policy

Students are required to always follow standard sanitation and hygiene protocols, including performing appropriate hand hygiene before and after every patient encounter. Access to handwashing stations and necessary sanitation supplies is provided in all clinical and laboratory settings. Students are expected to use these resources consistently to support infection control and maintain a safe environment for patients/clients and themselves. Failure to adhere to sanitation and hand hygiene requirements may result in disciplinary action and/or removal from clinical experiences.

#### G. Radiation Exposure Policy

ATP clinical sites and facilities do not routinely involve student exposure to radiation. In the event that a student participates in a clinical rotation where procedures involving potential radiation exposure may be observed (e.g., X-ray imaging or fluoroscopy), the assigned preceptor will provide instruction on appropriate radiation safety protocols. Students are required to comply with all site-specific policies and procedures related to radiation safety at all times.

**2025-2026**  
**University of Delaware**  
**Athletic Training Program Handbook**

**Policy and Procedure and Confidentiality Agreement**

In consideration for being allowed to participate in the clinical program offered by the University of Delaware, I agree as follows:

Upon receiving this handbook, I understand that it is my responsibility to read and to be accountable for the material contained within it. I agree to maintain confidentiality of patient/client information as described in this handbook. I understand that I will not be permitted to begin any clinical rotation without having completed and submitted all the requirements listed in this document including immunization records, all requisite paperwork, and verification of current CPR certification.

By signing this statement, I certify that I have read the handbook and understand and agree to abide by all applicable policies and procedures whether set out in this handbook or otherwise communicated to me. I understand that the policies and procedures set forth herein may be changed by the AT Faculty and any changes will be communicated in a timely fashion.

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date